

## Vyas has potential says panel

by Peter David

Mr. Suresh Vyas, the Newham education welfare officer twice rejected for a place on North East London Polytechnic's social work course, "might well have been successful in completing it," a special interview panel has decided.

But the panel, which interviewed Mr. Vyas this month, recommended that his chances of successfully completing a Certificate of Qualification in Social Work Course would be greater if he took it at another college.

After his rejection at that time the Borough of Newham, one of three authorities maintaining the polytechnic, threatened to close the course unless he was offered a place. The polytechnic directorate complied, but the Central Council for Education and Training in Social Work took the case to the High Court.

Mr. Justice Shide ruled that Mr. Vyas had not been properly enrolled at the polytechnic, but he had not been given a fair hearing when the social work tutors rejected his application. His application was legally "pending," and the polytechnic and the CCTSW were asked to agree a means of re-interviewing him.

A statement issued by the interview panel this week says that the decision had been difficult because although panel members were experienced at interviewing social workers, they did not know the NELS course in detail.

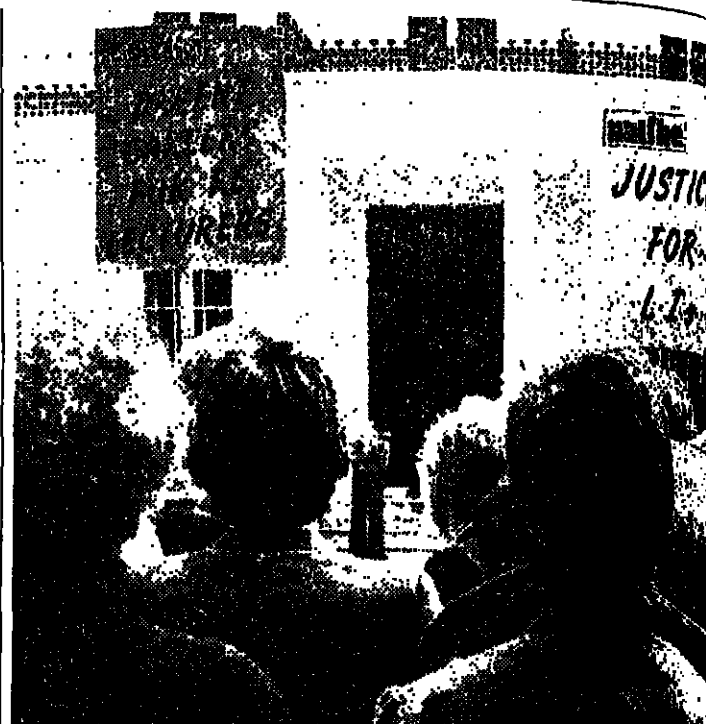
After negotiations between the polytechnic and the central council it was agreed that the panel should consist of a NELS social work tutor not involved with the course, a social work teacher from outside the polytechnic and an education welfare officer from another borough.

"All the members concluded that on balance Mr. Vyas seems to have potential for social work training although some doubt was expressed about his academic capacity," the statement says.

"Had Mr. Vyas been able to enter the course in NELS in September, 1977, he might well have been successful in completing it. The panel recommended that he be permitted to enter social work training on a course where he can complete all aspects of it over a two year period, and it is considered that his chances of success will be greater if Mr. Vyas can complete the course elsewhere."

Dr. George Brown, director of the polytechnic whose handling of the affair was criticized in the High Court judgment, commented: "This decision by a panel largely nominated by the central council, has vindicated my original view that Mr. Vyas was unfairly treated by the rigid staff of the CQSW."

He said that the polytechnic would be seeking to end the CCTSW's suspension of the CQSW course, which will have no first-year intake this year. The polytechnic has a duty to the local community to mount this course again despite provocation from the stringent bureaucratic nonsense of the central council.



NATFHE lecturers picket a meeting of the Burnham further education committee this week in support of a merger of the bottom two pay scales.

## OU seeks more collaboration on degrees into the 1990s

by Maggie Richards

Plans for the development of the Open University in the 1990s, including a growth of undergraduate numbers and the expansion of continuing education programmes, have been revealed this week.

The university also wants to widen opportunities for higher degrees in collaboration with other higher education institutions, and to make a "major contribution" to research, particularly where this involves developments in distance teaching methods.

Its guidelines for future developments form part of the university's response to the Department of Education and Science consultative document *Higher Education into the 1990s*.

In its submission the Open University argues for modular course structures, low fees, mandatory grants and encouragement for discontinuous study. But it vigorously opposes any suggestion that the Open University should help meet increased demand for higher education from school-leavers during the 1980s.

The response points to the profound effect of the Open University system of part-time higher education on a national basis, and the influence of the Open University on educational techniques—including teaching methods, course design and student transferability.

Some fall-off in demand for undergraduate places is anticipated from the mid-1980s, resulting from a decline in the number of teacher applications. But the university expects this to be matched by a corresponding increase in demand from other areas.

It also hopes for expansion of the undergraduate curriculum, taking the annual student intake

from its present 21,000 to at least 25,000. The total undergraduate population of the university would then rise to about 85,000.

The university is intent on maintaining its open access policy, but the response says this will depend on four factors: increased emphasis on foundation studies and preparation courses for new students whose educational qualifications are likely to be lower than hitherto; low fees and mandatory grants for part-time studies; the extension of home-based teaching technologies and greater flexibility in provision of full and part-time study; and credit transfer between institutions.

In collaboration with other providers, the Open University also intends to boost its continuing education output—to the point in the 1990s where there is a balance between undergraduate and continuing education programmes.

Within the expanded continuing education programme, the Open University envisages there will be a wide variety of provision, including professional and vocational courses developed in conjunction with other interested bodies, and offered at both sub-degree and postgraduate levels.

Demand for higher degrees will increase—to some extent stimulated by Open University provision itself, the response adds. By the 1990s the university would expect to have 2,000 students to qualify for BA honours degree each year, and if a recent survey is an accurate indicator of interest in further study, some 65 per cent of those students will wish to continue their studies with the Open University or elsewhere.

*The Open University in the 1990s: Part and Part II*, available from Information Services, The Open University, Milton Keynes, MK7 6AA.

## Experts hired to find experiments for the Spacelab

by Robin McKie

A consultancy firm has been hired by the Department of Industry to find enough commercial experiments for the European Spacelab. The move follows the disappointing response to the recent joint DoI Science Research Council appeal for British experiments for the manned spacecraft, scheduled to be launched by Space Shuttle in 1981.

The General Technology Systems Ltd. has been instructed to carry out "an exhaustive survey" of the commercial potential of using Spacelab. Both industry and academic institutions will be approached for suggestions for experiments with possible industrial applications and it is hoped that discussions will be held with interested parties.

A survey will also be undertaken of the industrial reaction to Spacelab. The West Country and the United States and the commercial views will be compared with those in Britain.

It is estimated that an experiment would cost several tens of thousands of pounds, although the DoI would give financial support, depending on its view of the relevance of a company's proposal.

A DoI spokesman said that although the initial industrial reaction to Spacelab had been poor, he expected the GTS report, which will be presented on February 28, next year, would show an extensive interest among companies in using Spacelab.

The spacecraft will be in orbit for only a few days but its "shirt-sleeve" environment is considered to be particularly useful for scientists carrying out experiments in areas such as material sciences where zero-gravity conditions would be vital in developing new technologies.

## Lecturers trapped by salary bar will have to wait

The National Association of Teachers in Further and Higher Education will have to wait until the autumn before it hears a detailed employers' response to its claim for a merger of the bottom two pay scales for further education lecturers.

The claim, demanded against executive wages by NATFHE's annual conference in May, was lodged formally at a meeting this week of the Burnham Further Education Committee.

Spokesmen for the management panel said they had little sympathy for the kind of structural changes asked for and would not be able to give a detailed response until a second meeting of the committee at the end of October.

Putting the case for a merger of lecture 1 and 2 salary scales Mr. Stan Headbridge, leader of the teachers' panel and NATFHE's general secretary, said that the diminution of career prospects in recent years had led to a serious decline in the morale of those teaching on the lower scales.

## CLEA pushes on student funds

by John O'Leary

Local authorities are in support of the introduction of a new system of financing student unions in 1979, despite requests from the National Union of Students for a year's delay. Government proposals for a two-part system of funding received full support from the Council of Local Education Authorities, which foresees few problems in implementing the change next year. The decision represents an apparent change of mind by the Association of Metropolitan Authorities, which had been thought sympathetic to the NUS request.

An NUS spokesman said the union hoped the CLEA decision would not prejudice the chances of delaying any change until 1980 since the Committee of Vice-Chancellors and Principals also believed implementation next year might be inadvisable. Opposition to the proposals, particularly from the university unions which are to hold a special conference on the subject in September, makes further discussion time necessary for the students if an agreement is to be reached.

But Mr. Peter Cole, deputy education officer of the Association of County Councils, said the local authorities felt it was important to see the change through by 1979.

## Apology in court

The publishers of the *New Statesman* have apologized in the High Court to University College, Cardiff, Professor Charles Morgan and Professor Martin Albury. They agreed that there was no truth in a charge that there was an academic conspiracy of political discrimination made by a student over the failure of an examination. The student admitted the charge in February this year.

Overseas numbers reduced  
North East London Polytechnic's joint education committee has approved a resolution from its governing body and decided to force on implementing the government's circular calling for a reduction in overseas student numbers to 1975 levels. But the polytechnic is to phase the reduction over three years.

## NEXT WEEK

Education behind bars: Margaret Richards visits Wakefield prison.

Energy research and social policy: Stuart Morris reviews a book on the origins of the war.

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## Peter David, in Havana, reports on the World Youth Festival British in clash with organizers

Finance problems, which have dogged a 180-member delegation of British youth and students at the World Youth Festival starting here today, almost provoked a public reprimand from the organizers. The delegation has been unable to pay a £6,000 contribution to the festival's international solidarity fund, through which it would be able to participate in the festival.

A threat to penalize the British delegation was followed by a stormy meeting between Charles Clarke, former NUS president, and other members of the international committee directing the festival.

Mr. Peter Mandelson, chairman of the British Youth Council and deputy leader of the delegation, said it had been impossible to raise sufficient money in England either through voluntary fundraising or Government assistance. He said money had also been lost as the result of the cancellation of a Russian ship which was originally scheduled to transport some of the British party at a subsidized rate.

A public denunciation would have been highly embarrassing for the small delegation, which is determined to raise controversial issues at an event firmly dominated by Communist nations.

Britain's key contribution should be on Monday when delegates are expected to speak in a debate on political and economic liberalism. In the past, the delegation has been unable to pay a £6,000 contribution to the festival's international solidarity fund, through which it would be able to participate in the festival.

In a multilingual leaflet circulated freely among more than 20,000 youth and students, the bulk from Communist nations, the delegation intends to condemn the trials as attacks on the values and human rights of people all over the world.

"The youth and student movement in Britain condemns the basis of these trials, the accusations that were made and the verdicts passed," the leaflet says. "We shall continue to campaign for human rights throughout the world, in our own country and in others, as part of our struggle against imperialism."

The delegation will make an equally controversial speech on the Middle East, recognizing the Palestine Liberation Organization as the sole representative of the Palestinian people but calling for the continuation of the State of Israel.

But the group's impact has already been blunted by its own financial woes and internal political squabbles. In the past, the Federation of Conservative Students pulled out of the festival, and last week delegation leaders dropped seven hard-line Communist Party members whose views were regarded as incompatible with the delegation at large.

That has left the 180, who owe their places on the delegation as much to their ability to raise money as to their allegiance to particular political and youth groups. They are drawn from the British Youth Council, the NUS, Church organizations, the National Union of School Students, trade unionists, and members of the students' wing of the Labour, Liberal and Communist parties.

A government grant meant that the BYC, which planned to send 20 delegates, has sent only one. All Cuba's technical resources have been mobilized to accommodate the unprecedented influx of students, tourists and journalists from all over the world. Normally shabby Havana has been repainted, and the high-rise blocks decked out with neon slogans dedicated to the festival theme of "Solidarity against Imperialism."

## Europe plans lunar orbital satellite

by Robin McKie  
Science Correspondent

Scientists are preparing a detailed plan for Europe's first lunar mission, an ambitious project which would put a satellite in polar orbit around the Moon as an enterprise which could be followed by one to Mars.

The lunar project has just received the provisional backing of the solar system working group of the European Space Agency—of which Britain is a major member—and it is finally approved, would use only European technological resources, including the Ariane launcher, at present under development.

The lunar observatory, known as POLO, was recommended for future studies by the group in favour of another ambitious project, a communications satellite, which was considered to be a scientifically excellent but high-risk project and it was decided to give priority to the "scientifically good, low risk" POLO.

POLO, which was also considered by the Americans but ditched because of its lack of public appeal, is expected to receive some strong support in Britain. Several United Kingdom scientists, including Professor Keith Runcorn of Newcastle University, and Dr. John Guest of University College London, have been pressing for its adoption by ESA.

Although both the Americans and Russians have undertaken complex lunar missions they have concentrated on specific areas and orbits. Only a polar orbiting satellite would provide a complete global geographical survey and would give European scientists a unique opportunity to make significant contribution to our knowledge of the moon.

Plans for POLO are now being completed so the project can compete in next year's selection of the next new ESA satellite. Other suggested missions include a solar satellite; a solar telescope satellite; and a climatology satellite. If approved, POLO could be followed by a Mars polar orbiter.

It is estimated that the development of the two orbiter craft could reach £75m—of which Britain would pay about 15 per cent. The launch of each vehicle would cost a further £10m.

## Charity for Blind's Fircroft College move shakes TUC

by Ngila Crequer

A charity for the blind has told the trustees of the Fircroft Adult Education College in Birmingham that it wants to take over the institution. Figures have been discussed by the trustees and the Birmingham Royal Institution for the Blind.

The move will be a blow for former staff and the Trades Union Congress who are still hoping that the college can be reopened. It was closed three years ago following student unrest and a government inquiry which recommended the dismissal of the principal and four tutors.

The BRIB has sent a letter of intent to the Fircroft trustees which they hope will be considered in two weeks' time but it is known that other organizations are also interested in the site.

The official position is still that Fircroft is to be reopened as an adult education college, one of only six of its kind in the country, in September 1979. The present stumbling block, clearly seen as an impediment by some, is that the Charity Commissioners object to the TUC's proposed 51 per cent majority on the new governing body.

The TUC pulled out of a recent meeting of interested parties, because it was learnt that representatives of the Old Fircrofters' Guild, former students, who are opposed to the proposed new structure of the governing body, had been invited.

A TUC spokesman said this week that they had no knowledge of the interest expressed by the charity for the blind. There was no intention but they had agreed to tell the Charity Commissioners where they stood. They still intended Fircroft to reopen as a college of adult education.

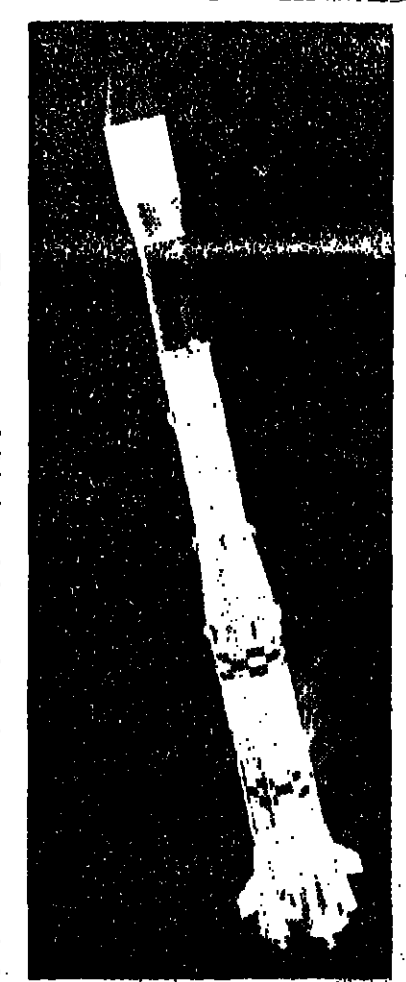
In February Mr. Oakes, Minister of State for Higher Education, told the House of Commons that he would consider resumption of grant aid to the college once formal proposals for courses had been put forward.

The BRIB wants to transfer to Fircroft its Queen Alexandra College, which provides residential further education training for about 45 students, aged between 16 and 19. A move to Fircroft would enable it to increase its recreational and residential facilities. Although other bodies have inquired about the availability of the Fircroft site, the charity is believed to be the only one to have made a formal approach.

The charity is closely associated with the Cadbury family, which is also linked with Fircroft. Mr. Paul Strangman Cadbury, a one-time chairman of Cadbury Bros, is a trustee of the BRIB.

Mr. Christopher Cadbury, head of the Fircroft Trust, confirmed this week that the charity and several other bodies had made inquiries about Fircroft.

Leader, page 27



Model of the Ariane 1000.

## Call to review validation costs

Universities have asked the Government for an urgent review of the cost of validating courses, and other diversified college courses, because it is driving them into deficits.

Under present arrangements they are losing more than £500,000 a year but this is likely to increase next year when validation fees are reduced. Local authorities are likely to oppose strongly any new system which places a heavier financial burden on them, especially as validation by the Council for the National Academic Awards is cheaper than that by universities.

The fee for validating a course now stands at £120 per student but is going down next year to £100. In 1975, the Department of Education and Science, the Committee of Vice-Chancellors and Principals and local authorities agreed that the fees for the first three years should

be higher because of the initial cost of setting up courses, but that the scheme should then be reviewed. A survey among all universities, conducted by the CVCP, has shown a large disparity between the fee income and the real cost of validation. About 7,000 students are involved each year. The CVCP now is that the present fee would have to go up by about 60 per cent for universities to be fully reimbursed for the work they do.

The present system, based on per capita costs, takes no account of the variations between different courses, so the income a university receives is the same regardless of their nature, length, or the complexity of validation. If the number of students on a particular course falls, so does the university's income, but the work carried out remains the same.

Universities fear that with a reduction in the number of teacher training students, and consequent loss of income for course validation, £100 will be hopelessly uneconomic. Some started validating courses years ago, incurring initial substantial costs, only to have to close the course down because of the lack of take-up.

Universities such as Wales, Warwick, Brunel, Durham, East Anglia, Exeter and Loughborough, which are merging with colleges, will lose financially. Their validated courses will now become internal and will be funded from their recurrent grants.

Although the CVCP has not formulated any detailed proposals they have been able to agree with the DES on a new system which will prove a long-term solution, based on economic reality.

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## Question of new patterns

by Ngaiu Crequer

Education for whom, for what purpose and for what social circumstances are the questions, according to Manchester Polytechnic, which the Department of Education and Science has failed to ask in its discussion paper.

The polytechnic says the DES paper is based on the "unlikely assumption" that what will be on offer in higher education in the 1990s will be much the same as what is on offer now. But at Manchester a pattern is developing which is different from the conventional progress of young people, from O and A levels at school, to university or a polytechnic.

Only a third of the students who enrolled in 1977-78 at Manchester Polytechnic for the first time to start on full time or sandwich courses came directly from school. At the same time there was a marked increase in the proportion of mature entrants.

Three developments—the introduction of maintenance grants for the 16-plus group, the suggestion to replace A levels with N and F examinations and the acceleration in the growth of knowledge—might justify serious consideration being given in the 1980s to three-year ordinary and four-year honours degrees.

The polytechnic also questions the assumption that the main form of higher education should be full time. "Should not some thought be given to a very different structure of education, stretching from the age of 15, say, through to the age of twenty-five in which periods within an institution would be interspersed with periods in a working situation?"

There should also be more thought given to an appreciable proportion of qualified young people deciding not to pursue higher education. The polytechnic says there is a very real need for the encouragement of inventiveness, creativity and independence.

## 'Christians awake' call

The need for Christian colleges to state their special values, to prevent them being ignored in the next phase of educational reorganization has been emphasized in a discussion paper by a working party on Christian involvement in higher and further education.

The working party was commissioned in 1976 by the Board of Education of the Church of England to give independent thought to the religious basis of the Church colleges of higher education and to its consequences for the education of teachers and a diversity of other professionals in our time.

The paper defines "Christian education" as a conscious attempt on the part of its practitioners to make overt the values implicit within its curriculum. These values could include: a concern for a proper balance between theory and practice; a stress on personal involvement as a proper and important element within education; a conscious focusing on humanly significant issues and a search for a valid understanding of coherence within the curriculum.

In arguing that the whole idea of a Church college is not meaningless the working party includes the statement of the college's community life, the appointment of staff and church involvement. It points out that participation in decisions about the curriculum is constrained by the financial state available for the introduction of new courses and by the willingness of validating bodies to agree to them.

It states that since the Church owns the college sites, plus the fact that the Department of Education and Science maintains the buildings and pays the staff, means that the Church's Board of Education Officers had direct access to the appropriate DES officers. Participation in decisions, therefore, could sometimes be affected by national level negotiations as well as locally.

## Basic assumptions challenged

by Lisa Wood

Three basic assumptions made by the Department of Education and Science in its discussion document, "Higher Education into the 1990s" have been challenged by Bradford district council's Standing Academic Board for Further and Higher Education.

The board, an inter-collegiate body of five colleges in the Bradford area, said it found assumptions concerning demographic trends, existing traditions of higher education and the maintenance of the binary system to be unacceptable starting points for debate.

The board states: "Demographic trends are only justifying a case for educational planning if the plans are subjected to an adequate cost benefit analysis of the advantages of maintaining existing resources and accommodation in the face of falling enrolments, as against the costs of running the service down or cutting provision back."

Demographic data did not take into account regional variations between sexes and social classes it says. Neither did demographic trend statistics reveal the use to which higher education was put by particular groups, did not identify in whom it appealed, nor take into account the popularity of such provision in a given social or economic climate.

The board believed that higher education should cater for a much wider social mix than at present. It was felt that this could not be achieved unless there was a change from the traditional university-dominated and subject specialist image.

The present system of college recruitment and the commitment to intensive full-time courses served as obstacles to certain types of students, particularly the mature, the non-white and the children of manual workers.

An argument for a more flexible system of grants and awards was made and the board said that the pattern of mandatory grants needed review and systems of accreditation and transfer should be established both between and within institutions.

One method for meeting the peaks and troughs of demand in higher education was to establish more "mixed economy" institutions which catered for students on courses for further and higher education. This would also open up opportunities for students who found much of higher education both inaccessible and unappealing.

More part-time courses and phased blocks of attendance could also be part of this process, which, it was suggested, would lead to more varied opportunities for staff.

The continuation of two distinct and separate forms of provision had little logic in a systematic planning exercise of the kind undertaken in the paper. The board said a positive response to the challenge of the 1990s is improbable if there is a continuation of the assumption that the university sector was identified as the stable element and the public sector as the area most responsive to change.

This statement in the discussion document "read like an argument for maintaining a privileged and under privileged group" said the board, which felt it would lead to differential recruitment patterns based on status rather than educational value.

Planning for the 1990s could only be done after careful analysis of the resources and opportunities, scrutiny of the traditional tenets upon which so many higher educational practices are founded; questioning the binary system and discussion as to why higher education could be separated out from other forms of post school education.

Speaking at Heathrow Airport on his hurried return from an official visit to vote in the House of Commons on the Government's dividend restraint measures, Mrs Williams said China would be sending up to 2,000 students a year to study in Britain. For the first time a small number, perhaps between 50 and 100 British students of Chinese language, history and culture would be able to work in China.

China would be paying for science students but there would be a reciprocal exchange in the humanities. Details would be worked out by the two ambassadors and Mrs Williams would be investigating the level of English teaching in China and the Chinese could tell how best to slot in the visiting Chinese students. It would not be possible to determine the exact numbers that could be accommodated until the new term began in September.

"I was almost overwhelmed by requests for exchanges and the Chinese Education Minister followed me down the tarmac to continue our discussions," she said.

The Chinese had also shown tremendous interest in British educational technology, including computer-assisted learning techniques, lectured by the Open University. "I will be following up both of these areas," she said. "The Chinese are very interested in scientific and technical exchanges of scientists and lecturers by British scientists. They are also interested in all the equipment we have available."

Early visits to China by representatives of the Council for Educational Technology were being arranged and possible links between the British Library and the National Library of Peking was under discussion.

Now it is to press the Institute to consider urgently accrediting answers issued by the members of the Association of Independent Tutors in Accountancy, guaranteeing, for instance, that a published paper would receive a 95 per cent mark.

However, the institute's examination committee is absolutely adamant about not publishing its own solutions to specimen papers. Mr Tony Sainsbury, ICA's education secretary, said: "If we were to publish solutions, then students would believe they were what we expected and would study accordingly. As a result, they would not receive the breadth of education that we intend them to have."

But he pointed out they were giving sympathetic and active consideration to ACASS's suggestions and were at the moment discussing them with AITA.

## SRC puts off spacelab decision

by Robin McKie

Science Correspondent

The Science Research Council has deferred its decision on the vexed problem of finding money to finance experiments for a proposed Spacelab astronomical mission.

At a recent meeting of the council's astronomy, space and earth science committee, it was decided to wait for more detailed information about the numbers of British experiments likely to be included in the £30m project.

An estimate is to be made by the European Space Agency later this year, although it is thought British involvement would cost at least £5m. Such a figure would use up all the available money in the SRC's space budget for the 1981-83 period.

It had been expected that a board would limit expenditure on the mission, one of a series of ESA Spacelab projects due to be launched by the space shuttle to a reduced figure of between £2m and £3m. But the group decided last week to defer any such decision until the ESA report and in the hope that extra money for the mission can be found in particular from the Department of Industry, the main British investor in the European space programme.

Britain has already spent more than £10m on the construction of the European Spacelab and is facing the embarrassing possibility of having insufficient research to take advantage of its development. The proposed 1983 mission is already unpopular with some astronomers because of its short seven-day flights which are considered to be of less value than the usual satellite flights of several weeks.

These issues, together with the central problem of Britain's continued investment in the very expensive European Space Agency scientific programme, will come to a head when the ESA reveals its proposals for our involvement in the Spacelab mission.

The lecturers want to discuss their response with the Scottish Education Department in greater detail and they have pressed for a meeting at an early date.

ALCES uses the opportunity of responding to the DES paper to reiterate its own proposals for the future use of the colleges. In particular, it wants all existing BEd courses to be taught in colleges by college staff, the replacement of the primary diploma by the four-year BEd, which would divert students from the degree/postgraduate certificate pattern into taking all of their post-school education and teacher training in the colleges, and "farming out" some units offered by other institutions to the colleges.

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Mr Zoran Berislavjevic, the Yugoslav ambassador, with Professor Z. A. Zeman, head of the department of Central and South Eastern European Studies at Lancaster University, which the ambassador visited last week.

## Exchange pact with China

by Patricia Santinelli

An educational exchange agreement which would allow more British students to visit China has been negotiated by Education Secretary Shirley Williams.

Speaking at Heathrow Airport on his hurried return from an official visit to vote in the House of Commons on the Government's dividend restraint measures, Mrs Williams said China would be sending up to 2,000 students a year to study in Britain. For the first time a small number, perhaps between 50 and 100 British students of Chinese language, history and culture would be able to work in China.

China would be paying for science students but there would be a reciprocal exchange in the humanities. Details would be worked out by the two ambassadors and Mrs Williams would be investigating the level of English teaching in China and the Chinese could tell how best to slot in the visiting Chinese students. It would not be possible to determine the exact numbers that could be accommodated until the new term began in September.

"I was almost overwhelmed by requests for exchanges and the Chinese Education Minister followed me down the tarmac to continue our discussions," she said.

The Chinese had also shown tremendous interest in British educational technology, including computer-assisted learning techniques, lectured by the Open University. "I will be following up both of these areas," she said. "The Chinese are very interested in scientific and technical exchanges of scientists and lecturers by British scientists. They are also interested in all the equipment we have available."

Early visits to China by representatives of the Council for Educational Technology were being arranged and possible links between the British Library and the National Library of Peking was under discussion.

Now it is to press the Institute to consider urgently accrediting answers issued by the members of the Association of Independent Tutors in Accountancy, guaranteeing, for instance, that a published paper would receive a 95 per cent mark.

However, the institute's examination committee is absolutely adamant about not publishing its own solutions to specimen papers. Mr Tony Sainsbury, ICA's education secretary, said: "If we were to publish solutions, then students would believe they were what we expected and would study accordingly. As a result, they would not receive the breadth of education that we intend them to have."

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## Accountancy answers row

by Patricia Santinelli

A dispute over the non-publication of examination answer papers has broken out between the Institute of Chartered Accountants and the Association of Chartered Accountants' Students Societies.

For some years the Institute has refused to publish suggested solutions to all its examinations on the grounds that it would lead to confusion and protest, in spite of the many approaches by ACASS.

"The reasoning behind this understanding is difficult to understand," ACASS said. "It is widely recognised that there are many ways of answering a question which is why we are pressing for suggested solutions and not the rigid interpretation of model answers."

ACASS has for some months been arguing with the Institute over last December's poor final examination results—only 469 out of 3,034 candidates passed—which it blames on the lack of an adequate education and training policy to support the institute's high examination standards.

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## Job prospects sound in architecture

by Sandra Hempel

Students who passed the Part Two examination in architecture in 1977 are staying in architecture and finding employment.

This is revealed in a survey published last week by the Royal Institute of British Architects. Questionnaires were sent to 853 students and the survey's conclusions are based on information provided by 637 who replied.

Of the respondents 45.6 per cent had attended a course at a university school of architecture, 43.2 per cent at a polytechnic and 10.2 per cent at "other" schools of architecture.

Most of the students, 92.3 per cent, said they were in full-time employment, while 1.9 per cent were employed part-time and only 2.5 per cent were unemployed. Of the 3.4 per cent who were not working from choice, over half, 2.2 per cent, were in full-time education.

A smaller percentage of women than men were working full-time. 82.7 per cent compared with 93.2 per cent, but there were no significant differences in employment patterns between different age groups.

Of those who were working full-time, 96 per cent said they were working in architecture and the other 4 per cent were mainly working in related fields such as design. "Thus," says the report, "there is no evidence of any major drift away from architecture by these students."

Three quarters of the students were working in private practice, about 12 per cent in local government and 5 per cent in central government and national boards. A much higher proportion of qualified architects worked in central government and national boards, says RIBA.

Average earnings of the full-time workers were £3,659 and 77 per cent of respondents earned between £3,000 and £4,500. The best-paid worked in industry, commerce and housing associations, while those in private practice had the lowest average earnings.

Student Employment Survey, Royal Institute of British Architects, 66 Portland Place, London W1N 4AD.

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## Alienation fear in rise of middle-class lawyers

by Robin McKie

A study of law students at Glasgow University has revealed that they are overwhelmingly recruited from the middle classes—more so than university students in general.

Philip Myers, senior lecturer in public law at the university, the author of the study, believes this could have serious implications for legal practice.

"There is danger that a legal profession which is operated in experience and outlook from the great mass of citizens will increase the alienation of the lawyer from the people," he states.

"British lawyers, unlike their continental counterparts, have not involved themselves in many aspects of the welfare state, preferring to restrict themselves to practising only in that part of the law which is dealt with in the Common Law courts."

The study, published in *New Society*, is based on a survey of the family backgrounds of law students at Glasgow which was used to establish the class backgrounds of Scottish lawyers. It was found that 71 per cent of all Scottish university

entrants were drawn from non-manual worker households but the figure reached 80 per cent for law students.

While 20 per cent of all students were from manual-worker backgrounds, only 12 per cent of the Glasgow lawyers were—the rest being mature students, however, and retired people who could not be classified by parental background.

The study confirms beyond all reasonable doubt the generally accepted view of the class recruitment of lawyers, says Myers. "In the last decade, the competition for admission to the law faculty has meant that selection has been dependent on the attainment of an even higher level of performance at the higher grade of the Scottish Certificate of Education exam."

"Research has indicated that pupils from middle-class backgrounds achieve better results at the higher grade. Consequently it may well be that the establishment of very high admission requirements has discriminated in favour of the middle class."

"Overall the environment in which the manpower services operate was markedly less favourable in March 1978 than 12 months earlier," Mr O'Brien said.

"The deterioration was particularly great for aspects of the labour market with which the MSC is concerned, recruitment to jobs, the matching of demand for and supply of skills and the position of various disadvantaged groups."

The report shows, however, that by no means all disadvantaged groups became worse off. The rise in unemployment among racial minority groups was less than 4 per cent compared with an overall figure of 6 per cent, and the registered disabled actually showed a drop in unemployment of over 6 per cent.

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## MSC helps 1.6m to find jobs

by Robin McKie

A record two million people were helped into jobs or training by the Manpower Services Commission during the last year at a cost of £543m in spite of an unfavourable labour market, the MSC says in its annual report this week.

During the year 1,600,000 people were helped into jobs through the Employment Services Agency at a cost of £122m and nearly 100,000 people, half of them women, received training under the Training Opportunities Scheme at a cost of £104m.

In addition 100,000 obtained temporary work under the job creation programme for a little over £70m; work experience was given to 53,000 young people for nearly £15m and the cost of 40,000 training places in industry was £19m.

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# There are alternatives to Endsleigh Life Policies

But if these appear somewhat risky and outdated



## Judith Judd reports on the tenth annual Communist University of London

### 10-year long march to maturity

The Communist University of London which celebrated its tenth anniversary and its coming of age in 1968 with the student protest movement at its height, 200 students met for the first time in a week-long event run by the Communist Party. The talk was of using universities as spearheads for the coming revolution and the aim was to provide the sort of courses which could not be found in the bourgeois higher education institutions of the establishment.

This year more than 1,500 people have passed through the university during its 10 days of operation at the Polytechnic of Central London. The talk is of how students can influence society by using existing institutions, and the bourgeois higher education colleges have proved susceptible in at least some of the changes the university's founders advocated.

Geoff Roberts, the organizer of this year's event, attended the first and is struck by the difference in mood: "1968 was more like a party summer school". He was reminded of it at a recent event organized by the Socialist Workers' Party. Now they are the children of the Left, The Communists have grown up.

The university has also grown away from the domination of the party. The first university was attended almost exclusively by party members. Its format was set. There was a lecture by the party member or an official who laid down the line on a topic followed by questions and a discussion during which students tried to understand the party line.

This year there are 50 courses on subjects as diverse as "Factory and the City", "Sexuality and Power", and "Health Care in Britain". About a third of those attending and about half of the speakers are party members. The Labour Party is especially well represented. The Trotskyists, apart from a small contingent lobbying at the door, are absent. The university has become a meeting place for all shades of opinion on the Left.

Mr Boris Koval, Deputy Director of the Moscow Institute of International Labour Relations, this year's speaker from the Soviet Union, is reported to have been impressed by the university but a little puzzled by absence of people putting a clear party line.

Russia's standing has waned while that of Eurocommunism, one of its main issues of debate, has grown. There was a meeting to discuss the Russian invasion of Czechoslovakia and a petition circulating in support of the dissidents, Shcharansky and Ginzburg, collected plenty of signatures.

#### Democratic socialism

The achievement of the present system of open debate for all was not easy. At the first universities any one who failed to toe the line was howled down. In this, as in many other ways, the development of the party has been a process of learning. One of the organizers sums this up as the commitment to democratic socialism not just as a means to achieve the party's aims but as something integral to what socialism should be. "Open" and "democratic" are popular words. Marxist studies, too, have changed. In 1968 the emphasis was put on what Marx wrote. The students this year had a more critical approach. Though the bookstall still contained the standard works and a pamphlet on "How October 1917 changed the world", there were 200 different Marxist journals on sale dealing with everything from community politics to the women's liberation movement.

The new and more pragmatic interests are reflected in the popularity of courses on feminism and community politics. "Sexuality and Power" and "City politics" along with "Introduction to Marxism" were the courses which were already full when the university opened its

doors a fortnight ago. The feminist interest is especially strong, with more than 60 per cent of the courses offering some discussion of it.

What is the secret of the university's success? The renewal of interest in Marxism and the development of more "open policy" have helped. Students come from Canada, Scandinavia and Holland for intellectual rather than political reasons. It is not so much a question of sitting at the feet of a great Marxist hero, as it was in 1968, as of a general interest in the specialist academic courses.

The university was founded because much of the student discontent in the late 1960s centred on the content of courses and teaching methods. There is still an element of this but it is less strong than its organizers would like it to be. Perhaps the most notable difference between 1968 and 1978 participants was their age. Whereas those who came ten years ago were mostly undergraduates this year's students were mainly postgraduates or mature students, with a sprinkling of third-years.

Geoff Roberts is concerned about this. He says that at the postgraduate level there is no problem over what he calls "intervention for Communists". There is plenty of enthusiasm among both students and lecturers. The undergraduates present a bigger problem. Their interest in changing courses disappeared in the early 1970s and he believes, is only just beginning to come back.

#### Well-equipped

"The irony is that in 1968 we were not very well-equipped to bring about changes because of the dogmatic type of Marxism which was then prevalent, whereas now the university is tremendously well-equipped to fulfill this role."

The previous concern for student politics, for sitting in and smashing institutions, which inspired the discussions in 1968 has gone even among the enthusiasts. The university's relationship with the student movement is perhaps, less close than it was in the early 1960s. The students of Communist studies within the Broad Left coalition which runs the National Union of Students.

The relationship with the party may also be less intimate than it once was but it is real. The university still sees itself as a centre for the party's intellectuals and believes that it helps to supply intellectual coherence to Communist thinking. If it has been influenced by political developments on the Left in the past 10 years, it can also claim to have influenced them. Eurocommunism and democracy in socialism were debated at the university long before the production of last year's party policy document, "The British Road to Socialism".

The importance of relating theory to practice is a major concern. Miss Sue Silberman, Communist former president of the NUS, typified the new approach in her contribution to the one-day symposium on post-school education. She urged those on the Left to think what action they could take in the short-term and argued that too much attention had been devoted to developing long-term perspectives.

The programme had strong similarities to that of the previous year. Mr Gerry Fowler, Labour MP for the Wrokin, said he wanted the development of paid educational leave, credit transfer and continuing education through a mixture of courses. Communists, she said, should try to influence events by joining the Manpower Services Commission regional youth groups.

Geoff Roberts also has plans for change and, in tune with the times, is talking about continuing education. He hopes that next year's university will include some evening classes. At the moment there are evening lectures and entertainment but it is impossible to take an academic course in the evening. The aim would be to attract teachers who cannot get time off from school during the day and workers whose attendance is very small. He also wants to increase the number of open seats available.

The university is proud of its political maturity. Geoff Roberts says that the fact that it can attract Gerry Fowler and the editor of *The Times* as speakers shows that it has arrived. He believes that arrival has more to do with the university's success than with its political maturity. "In a sense the center we become part of the establishment, the better, but if we had stopped talking about the transformation of society we would be worried."

## ACADEMIC DEVELOPMENTS

### Archeology and history linked at King Alfred's

by John O'Leary and Lisa Wood

A course at King Alfred's College of Higher Education, Winchester, is the first to win the approval of the Council for National Academic Awards for the teaching of archeology as a subject in its own right. The college is to offer archeology in a joint degree with history as part of its three-year BA Honours programme. The subject has previously formed only a component in other degrees.

The course is designed to demonstrate the interrelationship between archeology and history, with the periods chosen for detailed study coinciding. The final year will require a 12,000 word dissertation. Students will be required to take part in excavations, field and laboratory work, some of which will be done in a new archeological study centre being developed in the college. Other work will be done with the Winchester Rescue Unit to allow first-hand experience of urban archeology in a professional setting.

The new purpose-built Historical Resources Centre, near the site of Hyde Abbey, which is to house much of the important finds made at Winchester, will also be open to the students.

Recruiting for the course, which starts in September, has already be-

gun, with a projected intake of 15.

A new course, designed to give a general grounding in all aspects of field archeology, has been introduced by the Council for British Archeology in response to the demand for a recognised qualification in the subject. The diploma in Archeological Practice, which will give a qualification approximating that of a teacher's certificate, will not equip students to direct a major excavation or take complete charge of a large field survey project. Rather, it will give a sound basic knowledge of what is involved.

The diploma consists of seven separate certificates. All are necessary to complete the diploma but each has a validity of its own and will be separately awarded. Applications for each certificate examination must be received by the Council for British Archeology by January 31, 1979.

It is expected that institutions such as extra-mural departments and colleges of adult education will offer courses leading to the certificates. Many already have diplomas and eventually it will be possible for students holding them to gain exemption from particular certificates or parts of them. Claims for such exemptions will be considered by the Council for British Archeology when the scheme is in full operation.

### Part-time MSc Options open in sociology

A need to restore the decline in home-based self-financed postgraduate studies in sociology has led to the introduction of a part-time MSc course at Salford University.

The method two degree course, which will be available from the 1978-79 session, will consist of two options, sociological analysis and sociology and social policy. The former option is intended to provide advanced training in sociology, with strong emphasis on methodological inquiry and studies of industrial society; the latter will provide advanced training in the application of sociology to the formation of social policy and its evaluation in terms of improvements in social welfare.

According to a report by the department of sociological and political studies there have been frequent requests for this kind of part-time course. Some existing postgraduates have also said they would prefer a part-time course.

It is hoped that the course will attract people already in employment who wish to obtain further qualifications and update their knowledge. These would include teachers and lecturers and people from industry and commerce.

The social policy option is intended to attract social administrators and social workers who would want to apply advanced sociological knowledge in the light of existing policy. The course could also meet a demand from mothers with young children who would like to study part-time for a higher degree before returning to work.

### 3-year degree in librarianship

A degree in Librarianship has been validated by the Council for National Academic Awards and will start at Basing College in October with an initial intake of about 30.

The course will involve three years' study of bibliography, information retrieval, library and information services and studies in cultural transmission. Special emphasis is placed on staff management in the last two years of the course, which will concentrate on the organization of libraries.

Introductory courses in statistics and computing are also included, as is one in research methodology, which is intended to help students choose the projects which act as a focus for the whole course. The BA degree is intended to provide students with a broadly-based education in librarianship.

### Options open in technology

A new BSc degree in technology is to be launched at Leicester Polytechnic after three years' industrial collaboration on its development. The course is aimed at producing graduates experienced in the techniques of manufacturing technology and will also provide instruction on economic and industrial factors.

The course has been structured to allow students who do not wish to take specialist technological study to leave with a diploma in higher education at the end of the basic foundation period. Those who remain will be able to study a choice of four specialist topics—engineering design, operational engineering, systems engineering and energy utilization.

Students will also have to undertake projects in industry, particularly in companies with a manufacturing bias.

The assistant director for technology and construction at the polytechnic, Mr John Warren, said the course had been designed to meet both the needs of industry and long-term national needs.

"The appalling problem of Britain's low manufacturing productivity can only be met by a greater input of more relevantly trained engineers and technologists", he added. "This course offers an opportunity to attain a high level of engineering and technological skill, together with sound business judgment, to those who might otherwise find the more conventionally based engineering disciplines unattractive."

### Practical emphasis on statistics

A course, starting in October at the Polytechnic of North London, has been designed to enable students to carry out the analysis and solution of real problems in statistics with the emphasis on practical techniques.

The two-year part-time course for the postgraduate diploma in the application of statistics will be open to a wide range of students, but applicants should normally have a first degree or equivalent academic or professional qualification with generally an A level GCSE pass in mathematics. The course will also be acceptable for entrance to the mathematics MSc.

The course will encourage students to develop their understanding to the level where they could consider research work in related fields of applied statistics.

### Linguistic look at German and English

An honours degree combining a historical and descriptive study of the German and English languages without a formal study of them, is one of four new courses on offer at Newcastle University in October.

The BA(Hons) in German and English languages will be available equally between the German and the English language departments for students' first two years. Students will spend their third year in a German-speaking country and will specialise in the fourth year in a subject from either department. It is claimed that the course is unique in Britain.

Another new course will be BA(Hons) in philosophy of religion studies, with a complete philosophy of religion course bridging the two disciplines.

Students will be able to study ethics, metaphysics, epistemology and empiricism and epistemology. In religious studies, there will be options in the Old and New Testament, Judaism, Islam, Hinduism, the history of Christian thought, and religious movements.

There will also be a BSc honours degree in genetics, which will include applied genetics and a thorough treatment of the molecular aspects of cell biology.

The needs of industry are met in a new MSc in applied control engineering available in a school of advanced studies in the faculty of engineering. Students will be able to take a core course in control engineering subject together with a specialised applied option in an engineering discipline.

The course is particularly suited towards the training of applied science graduates of any first year discipline in control engineering techniques likely to be of increasing industrial importance.

### Opportunity knocks for those with German O levels

Students with German O level or below are given the opportunity to apply for a course being launched by Hull University's German department in 1979.

The course, in German studies, is being offered with 11 joint courses in business studies from French to Russian and is aimed at students who have not been able to go beyond O level because of language difficulties in the sixth form or because they were not able to begin study until 16 plus.

Its introduction follows a recent pilot scheme which investigated how many would be attracted to a joint degree. It was established that a main stumbling block was the need for German A level.

The course first aims to bring the linguistic attainment of these students to German A level standard by the end of the first year and, it is hoped, to complete fluency by the final year.

Second, because it concentrates on modern German culture and society from 1871 onwards, students will not only be able to enter the usual careers open to well equipped graduates but will be well equipped for careers in international industry and commerce.

A new four-year course being offered by Buckinghamshire College of Higher Education will provide an opportunity for academic and professional training for potential social workers.

Extensive practical placements for students in social work agencies will be provided in the course. A degree will be awarded in social work with training in sociology with training in Social Certificate of Qualification in Social Work. The existing three-year sociology degree will continue for students seeking various postgraduate occupations.

## North American News

### Universities join fight against city decay

Fifty college presidents have eagerly accepted President Carter's challenge to join his urban renewal campaign. Clive Cookson reports from Washington



Harlem — a good target for improvements under the urban renewal programme

The United States' urban universities have pledged their active support for the Carter Administration's new urban policy, which is aimed at revitalizing the country's aged and decaying cities.

The presidents of 50 urban universities have been in Washington to discuss practical steps they can take to rebuild the communities of which they are a vital part, and to meet officials from the White House and the Department of Housing and Urban Development to form an Administration/Urban University Task Force that will meet every couple of months.

President Carter announced his national urban policy on Easter Monday. It contains no spectacular "entreprenures" programme, but a wide range of initiatives, including tax incentives for firms that hire unemployed workers or locate plants in inner cities, a labour intensive public works programme to improve urban facilities, a National Development Bank to stimulate business investment in distressed areas, and money for parks, crime prevention, housing rehabilitation, social and health services, and so on.

The extra federal spending involved is relatively modest—\$6.8 billion over the next three years, together with \$4.6 billion in tax incentives and \$11 billion in loan guarantees.

But the president made it clear that increased spending is not the key to the problem of urban renewal. The long term solution must be more efficient and sensitive use of existing resources for the formation of a New Partnership involving all levels of government, the private sector, and neighbourhood and voluntary organizations in a major effort to make America's cities better places in which to live and work.

It was Mr Carter's call for a New Partnership that the university presidents seized upon at their Washington meeting. "At the heart of this partnership lies a new process, and we believe universities are the appropriate institutions for acting on this process at the local level," they said in a policy statement.

The university group was convened by Boston University President John Silber, who is currently in the public eye more than any other college or university leader. He has been embroiled in several controversies—most recently over allegations that medical schools have been selling places to wealthy applicants—and he is campaigning hard for a radical change in student financial aid.

The other participants were divided evenly between state and private universities. Most came from cities in the north-east and the midwest, where urban problems are greatest. But there was also representation from California, Florida, Colorado and elsewhere.

The presidents pointed out that their universities have "a compelling self-interest in the future well-being of the city". The university is "anchored in its community, and therefore has a stake in many other local institutions that could sell their assets and move elsewhere."

"Thus there is a strong and increasing concern on the part of the administrations and faculties of most urban universities to take necessary steps to assure the vitality of their cities," the statement said.

The presidents were delighted by the contrast between President Carter's proposals, which set out a series of concrete steps for local institutions, and the "equal partners" in the process of rebuilding the nation's older cities, and Washington's previous urban initiatives in the 1960s and early 1970s, which concentrated on federal government action.

Turning to the details of Mr Carter's programmes, the universities saw the following roles for them:

- Technical assistance to small firms seeking to take advantage of loans and grants provided by the new National Development Bank.
- Urban medical schools to run more clinics to improve city health care, and to aim medical research "at specifically urban problems". (The administration is proposing a \$50 million inner city health initiative.)
- Schools of social work to lead staff to help private and public agencies to improve social services. (Carter proposes a \$150 million social service grant programme.)
- Instructional assistance for urban schools "through greater and more innovative use of students and teachers' aides to municipal government, and through a consortium of underutilized university facilities by schools. (Carter proposes \$15 million additional funds "to assist students and families in troubled schools.")
- More use of law school staff and students to implement neighbourhood crime prevention schemes (for which Carter proposes grants totalling \$10 million).
- Training members of the "Urban Volunteer Corps" (which Carter proposes to create for \$40 million).
- The students of the urban universities to provide a vast resource of energetic and committed volunteer talent—this is a resource available at no other institution.
- Helping neighbourhood political leaders and voluntary organizations to apply for grants from Carter's proposed \$15 million neighbourhood self-help fund, and to implement projects.
- Architecture and urban design faculty and students to help develop projects for Carter's proposed \$20 million liveable cities programme.

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It was Mr Carter's call for a New Partnership that the university presidents seized upon at their Washington meeting. "At the heart of this partnership lies a new process, and we believe universities are the appropriate institutions for acting on this process at the local level," they said in a policy statement.

The university group was convened by Boston University President John Silber, who is currently in the public eye more than any other college or university leader. He has been embroiled in several controversies—most recently over allegations that medical schools have been selling places to wealthy applicants—and he is campaigning hard for a radical change in student financial aid.

The other participants were divided evenly between state and private universities. Most came from cities in the north-east and the midwest, where urban problems are greatest. But there was also representation from California, Florida, Colorado and elsewhere.

The presidents pointed out that their universities have "a compelling self-interest in the future well-being of the city". The university is "anchored in its community, and therefore has a stake in many other local institutions that could sell their assets and move elsewhere."

"Thus there is a strong and increasing concern on the part of the administrations and faculties of most urban universities to take necessary steps to assure the vitality of their cities," the statement said.

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### Youth vote ignored by politicians

Political analysts predicted—and liberal activists hope—that with the enfranchisement of 18 to 21-year-olds in 1971, the youth vote, and in particular the student vote, would have a big political impact. The reality, seven years later, is that the youth vote is ignored and forgotten, as an investigation by *Congressional Quarterly* shows. Neither Democrats nor Republicans attempt any longer to woo young people or students as an influential voting block.

"Young people in the late 1970s are a diffuse group with no common issues to tie them together. Opposition to the Vietnam War and the threat of the draft brought segments of student youth together in the early 1970s. But no such issue exists today," the journal says.

The third of the 28 million 18 to 24-year-old voters at college or university are no longer seen to have any political or cultural affinity with the two-thirds who are working (or unemployed). And even within the student group there is no



New Zealand

## Wage bill forced down by cost of equipment

from Lindsay Wright

WELLINGTON Three major items of costs—housing, power, and equipment—have risen so much by 1977 that New Zealand's universities absorbed at least \$12m (£6.6m) shortfall in combined total income, according to the annual report of the University Grants Committee.

The report said that, for some years, it has been usual for the universities to spend about 80 per cent of their income on wages, but in the past two years the rising cost of other items has led to a drop to about 75 per cent in expenditure on staffing.

For the other 25 per cent the universities have no assured adjustments of their grants to meet rises in costs which occur after the grants have been calculated.

The committee acknowledges that, since the level of grants for the current quinquennial was established, fuel costs for heating and power had increased in price by an average of 133 per cent.

On the other two items, large sums are spent on direct overheads where price changes arise from cost variations in other countries and fluctuations in exchange rates.

The present block grants were based on prices in the second half of 1974 and since then the prices of equipment and materials, on

which the universities now spend nearly \$5m a year, have increased almost 60 per cent. On library books and periodicals, the universities spend over £2m a year and prices have increased 89 per cent.

Problems such as these have caused the UGC to carefully assess the difficulties of quinquennial planning, but the committee's report reaffirms the importance of such an approach.

"The present system has worked well in times when cost increases have not been excessive and when reasonably accurate estimates of student numbers have been possible or when rises in costs have been offset by a shortfall in student numbers."

"But when both these variables move against the universities as they have recently, so that they are faced with increasing student numbers and price inflation, their financial circumstances can deteriorate rapidly and markedly."

The extent of that deterioration in a country where the total income last year for the seven university institutions was \$82,424,000 is clearly conceded by the UGC.

While all the universities have received two unsecured grant supplementations this year to cover some of the cost increases in non-salary items, those increases cover only about 20 per cent of the UGC's own "conservative" estimate of the shortfall.

West Germany

## Revised admissions treaty comes into force

by Günther Kloss

It is now certain that the new treaty between the 11 West German Länder which revises the admission procedures for higher education institutions (Hochschulgesetz) of 1976, will come into force this autumn, replacing a 1972 agreement.

The earlier treaty has been criticised, at least by some of its original signatories, for several reasons. The Federal Constitutional Court in particular declared sections of the treaty invalid.

Doubts as to whether the draft treaty would become operative arose from reservations in the Free Democratic Party (FDP). The FDP is not only the junior coalition government partner of the Social Democrats—several Länder governments too, both CDU and SPD dominated, depend on the support of FDP members.

The FDP in general favours greater powers for the Federation in the area of education, especially higher education. In this instance some FDP Länder politicians felt the problem should be settled by the Federal Act of Parliament rather than an inter-Länder treaty which is largely outside Parliamentary scrutiny. They apparently also wanted to modify the text of the treaty.

They were critical of the so-called distribution procedure which will be invoked when the total number of places in one subject throughout all West Germany's universities

matches the demand but too many students opt as their first choice for certain universities.

Students would then be admitted to the universities of their second preference, and some FDP politicians argued that this would infringe the constitutionally guaranteed freedom of learning.

However, the party's national executive decided not to block the new treaty in order not to endanger the entire urgently-needed revised scheme, while still pressing for Federal legislation.

But the FDP parliamentary party in the Hessian Landtag refused to support the FDP's position, sticking to its principles and succeeded in persuading the Hessian government to refuse to sign the draft treaty. Although some other Länder, notably North Rhine Westphalia and Lower Saxony had signed only very reluctantly, again under FDP influence, the Hessian Prime Minister was the only one to actually refuse to do so.

This resulted in intense pressure from some of the other Länder. Negotiations involved the Federal Chancellor and the two parliamentary parties supporting the Bonn Government.

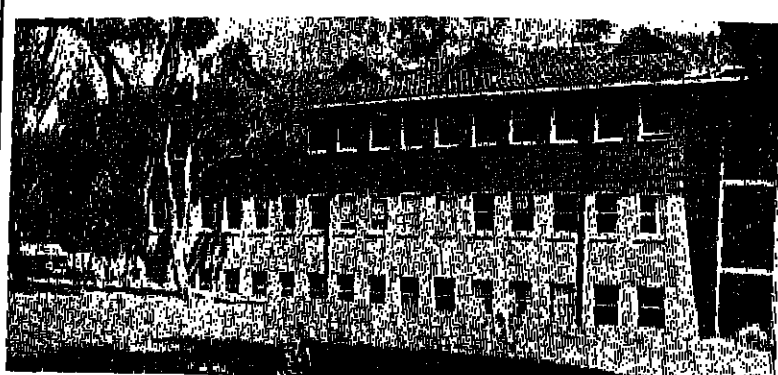
Eventually the Hessian FDP relented and now claims to have obtained the support of Bonn for a Federal initiative to amend the framework law in several important aspects, for example the Länder quota which plays an important part in the selection procedure.

The administration's task is to serve the academics and enable them to carry out their teaching and research in the best possible conditions. The university does not exist to provide jobs for administrators. The administrators reply that they have the unpleasant task of ensuring that budgets are kept within limits and of allocating funds to the various departments.

The real reason for the academics' anger is dissatisfaction with salaries—over which administrators have no control. Academics at the Technion are permitted to devote one day a week to private consultation. Many, it is said, are devoting much more time than that to outside work because of the oration of their salaries.

The best graduates, it is contended, accept more lucrative work in various areas through reports, conferences and distributing funds. Recent themes have included democracy and the management of

Australia



The Australian National University: careful over salary

## Whitlam gets £10,800 fellowship

from John Kirkaldy

SYDNEY

The Australian National University will be the first in the country to have a former prime minister on its staff. Mr Gough Whitlam, Prime Minister from 1972 to 1975 and leader of the Labour Party from 1967 to 1977 is to take up a visiting fellowship at the ANU for two, possibly three years.

Under his appointment, which was widely predicted, Mr Whitlam will write two books—one on the workings of parliament, the opposition and government during this parliamentary career and the other on the prospects of Australia's relations with South-East Asia.

Mr Whitlam is also working on his autobiography, which is not associated with his fellowship. While at the ANU he will take part in academic seminars and conferences, give occasional lectures in teaching courses and assist honours and graduate students.

The university's vice-chancellor, Professor Anthony Low, when he announced the appointment, said that Mr Whitlam's fellowship was linked to the Research School of Social Sciences and the Faculty of Arts, all of which had recommended him.

Professor Low said the university considered Mr Whitlam's acceptance of the appointment as being in the national interest. His annual grant of A\$18,000 (£10,800) had been carefully worked out, taking into account his Parliamentary pension, and was "anything like" the remuneration for a full-time professorship.

Mr Whitlam, a graduate of Sydney University (where he was taught by a young professor of classics, Enoch Powell) was a brilliant barrister before entering parliament as the MP for Werriwa, New South Wales, in 1952. By 1960 he was deputy-leader of the Labour Party.

His career and prime minister-ship were always controversial. Whitlam had a caustic tongue and did not suffer fools gladly—but it also saw a Labour commitment to increased federal expenditure on education and social services.

Mr Whitlam has often remarked that the new emphasis on education and the setting up of the commission on schools, universities and colleges of advanced education were some of his ministry's biggest achievements.

Mr Whitlam was sacked as Prime Minister in highly disputed circumstances by the then Governor-General, Sir John Kerr, in November 1975 and he subsequently lost two general elections.

His books on politics will be keenly awaited as they will cover some of the stormiest years in Australian history. He was one of the first major politicians to urge closer links between Australia and Asian countries.

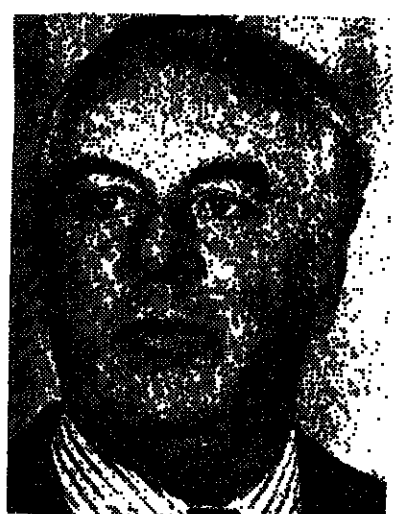
South Africa Transitional colleges call from Louis Hotz

JOHANNESBURG South Africa's universities should have colleges attached to them to serve as a bridge between the school and the university proper. This is a suggestion put forward by the director of university affairs of the Department of National Education, Dr H. S. Steyn, as a means of overcoming the problem of the high proportion of drop-outs among freshmen.

Addressing the annual meeting of the Afrikaans-language Academy for Science and Art in Port Elizabeth he referred to the serious financial and other burdens which the large number of undergraduate students imposed on universities.

It was a long-standing problem which had grown as the number of pupils who left school with university admission certificates increased. A survey in 1960s had shown that more than 50 per cent of the students registered with universities left without graduating. Later investigations confirmed this.

Dr Steyn suggested courses leading up to full-time degree courses for students who proved that they would benefit from further study. The colleges would, in effect, serve as feeders for the universities. This would avoid the need to establish new universities for at least another two decades, a demand for more such universities, especially for non-white students, was growing.



Mr Whitlam: controversial

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Holland

## Student grants rise 3.4%

from John Richardson

THE HAGUE Grants for university and higher professional college students are to be increased by 3.4 per cent for the study year 1978-79. The new allowance, exclusive of the students' living away from home and 6,210 guilders (£1,500) for those living at home.

The maximum grant for trainee infant schoolteachers, who, while studying, are also employed as other student teachers are on a seasonal basis, will be 7,500 guilders for those living away from home and 4,620 guilders for those living at home.

The grants will be given partly in the form of an interest-free loan according to a letter to Parliament from Dr Arie Pals, the Minister of Education and Science.

For university students a basic allowance of 1,450 guilders and for higher professional students 1,320 guilders will be paid as an interest-free advance. Thirty per cent of the rest of the allowance will be a loan and the other 70 per cent will be non-repayable.

Forty per cent of the whole allowance for infant teachers is to be interest-free loan. The payments will be calculated on a monthly basis with the allowance being paid as a lump sum at the end of August.

The situation is different for married students. If the student is married to a non-student, the combined allowance is equivalent to a single student's living away from home plus the maximum for a student living with parents.

This can also be increased by children's allowances of 1,170 guilders (£270) per child. Deductions are made if the students' parents are young couples themselves, a wealthy, but if the student is 27 years old parents' incomes do not enter into the reckoning.

For students who marry other students, the main allowance is calculated on the same way as for the unmarried, but other words they normally be eligible for double the maximum for a student living away from home (14,400) subject to deductions depending upon parental income and other personal sources of income.

Children's allowances of 1,170 guilders are again available so long as one of the couple is over 25 years of age.

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50 per cent of convicts in Wakefield maximum security prison (right) are engaged in some form of study. To them it means recreation, education

and a way to keep sane. To the authorities it works as a tool for reform, management and to improve the quality of life. Maggie Richards reports

## Study lights up life behind bars

In the heart of Wakefield Prison, surrounded by solid concrete walls and high steel fencing, stands a mulberry tree. Prisoners follow its fruit in season, it is all that remains of the original house of correction which stood on the site. Inmates, it is said, were permitted to tramp around the tree as their one form of recreation and so arose the nursery rhyme *Here We Go Round the Mulberry Bush*.

Those in Wakefield today are unlikely to choose this exercise as a release from the rigours of prison life. About 300 of them, in fact, opt for educational pursuits—ranging from basic remedial classes to extra-mural programmes run by Leeds University and Open University studies. In the field of non-academic activities there are various vocational courses—in engineering, tailoring, and plastering—and a hall unit, in which prisoners work on transcribing literature and text books into braille script for the blind.

Wakefield is a maximum security establishment catering for long-term prisoners, some serving life sentences. The average inmate has been sentenced to between 10 and 12 years imprisonment, but many will not spend the entire period at Wakefield. After three years—during which it is anticipated that place—they will be moved to other penal institutions nearer to their homes or more suitable to their particular needs.

The 300 studying form just under half of the total prison population, with about 200 attending evening classes. Open University students are allowed two days of full-time study per week, calculated to compensate in some measure the tutoring and summer school activities other OU students receive. It also allows them to use the prison's videotape facilities to watch their recorded television programmes.

But the greatest emphasis of all at Wakefield is given to those on remand, for whom the prison working week of just under 35 hours is divided equally between class and work. Attendance at a situation which provokes a fraternal unity such time equally well.

A nationally negotiated policy document issued by the Home Office determines broad outlines for the prison education service in England and Wales. It is generally accepted that an inmate's behaviour and attitudes can be markedly affected by prolonged contact with the education system, particularly at the more advanced levels.

To prison officers undoubtedly the main benefit of the education service is derived from its use as a management tool to discipline and control. But it is widely recognized that education may have an enormous beneficial effect on the prisoner's quality of life, particularly in a long-term establishment where there is a preoccupation with the need to fill time.

Wakefield's governor Mr Brian Eames feels the most important factor is the enhancement of the inmate's present quality of life, regardless of his status as a prisoner: "Our function is to provide an educational facility, the fact that it is in prison is entirely incidental."

Concentration has to be on the here and now. For those doing more than five years we have to be particularly concerned about the quality of life. Administration of the education service becomes as much of a responsibility as for someone in charge of a similar establishment in the community, which is always catering for the present."

But there is a special consciousness of the need to engage prisoners usefully in passing time: "It would be wrong to see education merely as a time-filler for the inmate—this is not so, but it is important to remember that one of our duties is to fill time."



to improve the quality of life in a custodial environment.

Many of those who engage in educational activities do not continue to do so when they leave, so possibly it does fulfil this function in their minds.

"What it does do, from the administration's point of view, is to provide another element in the regime which is very different from the remainder, and so has extra value. It gives prisoners an opportunity to take on another role. They stop being prisoners and start being students."

While an attempt has been made to normalize educational facilities so that they correspond with what is happening outside the prison walls, there remains the necessity under a policy of voluntary attendance, to make the curriculum as attractive as possible. This can be achieved only by placing the emphasis on recreational pursuits—a policy judged by Wakefield's governor to be a more satisfactory solution than the introduction of an element of compulsory education: "For an adult who is bright, education can be extremely demanding. For an illiterate who, almost by definition, does not view schooling with relish, it is a completely unrealistic prospect to compel attendance at classes."

"We try desperately hard to meet the requirements for remedial education to the extent that the students can cope, with half a day spent in the classroom and half a day in the workshop."

One sector in which it is admitted that Wakefield's education service is lacking is post-remedial tuition. At present the prison can offer newly literate students only standard further education courses. Cash restrictions have prevented the development of "beyond the basics" classes, but even in the existing unsatisfactory situation, Wakefield can boast of one student from its literacy class who obtained an Open University credit.

"Possibly with a little more time for educational activities and more resources we could cater for the immediate post-remedial students. Having taught them to read and write we could give them a strong base from which to develop their new skills", is the verdict of the governor.

Not only post-remedial education has been curtailed by the financial squeeze. The prison's further education programme, formerly extending to five evenings a week, has been reduced to three nights, and the timing curbed from two-hourly sessions to one and a half hours. Despite the cutbacks, the governor is confident the education service is coping: "When we get more money we will return to the five-day programme. I would not say the current situation is crippling."

Wakefield's educational activities are conducted in the education centre, tucked behind the residential cell blocks which form the innermost sanctum of the prison.

In contrast to the bleakness of other buildings in the complex, the education centre is brightly decorated, the work of plasterers engaged on one of the prison's vocational courses—and supplied with some soft furnishings. Here Open University students can follow their own particular studies, while in an adjoining classroom groups of literacy students are tutored.

Special problems confront the higher education student in prison and, given the opportunity, Wakefield's contingent are voracious in their complaints. The period of time permitted for study is particularly contentious. Formerly, under locally agreed terms, Wakefield OU students enjoyed a more generous hours allocation. Since the Home Office regulated the hours in all 20 establishments offering OU courses,

Wakefield's study time has been altered.

More favourable terms for literacy students have helped further discontent amongst the OU students, as one disgruntled member expressed it: "We don't begrudge help to people who are learning to read and write, but we are concerned there is an over-emphasis in this area without any noticeable results: whereas in higher education students are discriminated against on financial constraints."

For the uninitiated it is easy to presume prisoners, as opposed to conventional OU students, have an excess of time available for study. A recent national newspaper article reiterating this view incensed Wakefield's student inmates.

A major blight in their lives is noise—in the antiquated cell blocks sounds reverberate around the various wings. There are always minor irritations, as explained by one of the OU students: "At irregular intervals I hear the sound of a keep-fit fanatic skipping pounding through the walls. It is quite clear, and he is situated 60 yards away."

Mr Eames has some sympathy with the plight of the students: "You do have a room to yourself, but there are other distractions, other activities are going on. At not at all conducive to study. At home a student would have the option of choosing when to work, and a chance of obtaining some peace and quiet."

Other petty restrictions may hamper study, and to the burning resentment student the most insignificant incident can be magnified out of all proportion. In order to utilize every moment of peace Wakefield Open University students had become accustomed to controlling the switch to their 60 watt cell light bulbs by means of a piece of string attached to the switch in the corridor outside—so they could study after the official switch-off time.

After a squabble over the practice, the governor has sanctioned its use—but prisoners now complain of tatty prison officers snatching the string. For that part the officers reply that this is a result of misbehaviour when a prisoner can expect to find some privileges withdrawn.

Open University counselling staff paying visits to the prison come to accept that prison life is a series of compromises," said one.

As outsiders, counsellors are perhaps better placed to make an impartial judgment on the effect of higher education on the prisoners. "Courses do perform a valuable task in creating the need for long-term planning and forcing the prisoner to think outside the terms of day-to-day routine," commented one. "Many prisoners also seem to be unconsciously looking for self-validation—there is a constant preoccupation with obtaining high marks."

The students themselves are anxious to make clear their intentions in taking Open University courses—generally ascribed to mental stimulation and career ambitions: "I decided to take an Open University course to keep my sanity. It is about the only thing left for me to work towards. Possibly there may be a job at the end of it."

There is haste, too, to rebut claims that higher education, involving two-day study sessions, involves an elaborate system of full-time employment. "To be a student is not a dodge. These courses demand a lot of work—about 30 hours a week for me. We may avoid work, but we have also to forego other activities during our leisure time. It is certainly not easy."

One prisoner, in his fourteenth year of confinement, had come to regard education as his lifeline: "Without education I would have been a vegetable by now. Like too many others in here—but a lot of them just don't have the resolve to fight their way through."



Ngaio Crequer profiles London's new principal

## The military administrator whose enemy is uncertainty

He was too busy to talk to Lord Zimm, the vice-chancellor elect. Not because of disinterest, simply because he was on leave.

Mr James "Hamish" Stewart, at the age of 60, and after a working career dedicated to the University of London, is set to become its latest principal. At the same time he will carry on with the job he has done for nearly 20 years, clerk of the court. As principal he will replace the man who beat him in the job in 1975, Dr Glenn Wilson, who resigned because of differences of opinion over the way the post is to be re-defined in the review of the university's statutes.

"What happened three years ago is history and is not relevant. There is a vacancy now. I prefer to say that I declared myself a candidate three years ago. Of course I was disappointed. Who wouldn't be? But I think I could claim that the fact that I was disappointed did not affect my application to my job and my fulfilment, so it passes into history. We are in a new situation", Mr Stewart said.

He said that the events surrounding the resignation of Dr Wilson and those connected with his appointment are two separate things. Dr Wilson's resignation in June shocked both staff and students and reports of a "golden handshake" of anything up to £100,000 have not done much for morale. One MP wrote to the Auditor and Comptroller General to complain about the misuse of public funds.

Mr Stewart will not discuss the case but does say that he recognizes universities are to some extent public bodies and are accountable to Parliament. "Parliament is supreme. Parliament gives money and is entitled to inquire into a university's books and accounts. It is entitled to the question of desirability does not come into it."

Mr Stewart got a first in modern history at Durham University and

later an MA. He did research in Canada, and was awarded a Holland Fellowship at Cambridge and the William Black Noble Fellowship at Durham. During the war he served in the Royal Artillery and on the general staff in the United Kingdom, Belgium, Holland, India and Ceylon. He was wounded and evacuated from Dunkirk. He has been awarded the CBE and the OBE.

His time in the army was his most formative period and he looks back fondly on the disciplines he learned. He likes to remember his days as a soldier because they symbolize efficiency and organization. Although he joined the university in 1946, as deputy clerk of the court, and has known no other career, he talks very definitely of two careers, the other being his military service. He reached the rank of major, acting lieutenant-colonel.

He enjoys military history and says that when he goes on holiday with his family (two sons and a daughter) he will make a diversion in Europe to look at a famous war site. All his leisure time reading is historical, mainly biographical or military history. He is fascinated by both world wars.

He accepts a military analogy when discussing his present and future work. "The much maligned services are very highly organized. It is not a bad idea to plan things on a military basis. In court we have to plan our work and meet deadlines. But however careful you do your planning, the unexpected always crops up. So like a soldier, you have to adjust plans to cope with exigencies. The uncertain factor is the enemy."

Who or what is the enemy? "In this context there is no enemy, but the equivalent is uncertainty." During his 32 years at the University of London, Mr Stewart has served several of the bodies connected with the planning and development of British universities. He has

represented London on the University Grants Committee and Committee of Vice-Chancellors and Principals on subjects including grants, overseas students, buildings, the training of university administrators, cost analysis, student statistics, estimates and kitchen equipment costs.

He says there is not a university in the country where he does not have close contacts with people in the top halves of the administrative establishments. He has visited universities throughout the world, including some in Australia, New Zealand and Hongkong. He is even an honorary citizen of Texas, as a result of a trip with a delegation from a Commonwealth University Congress.

Since 1950 he has been clerk of the court and earned a reputation of being strict, but fair, certainly a man in command. For much of that time he served under the former principal, Sir Douglas Logan, whom he regards as an outstanding figure.

The most striking thing he has seen as clerk is, obviously, the enormous growth of the university, in student numbers, financial commitments and the new breed of professional administrators. He says that most development has come to a halt because of recent financial difficulties. There is now an atmosphere in the universities which was quite unknown when he first joined them.

Damage to universities is very difficult to repair. We have the problem not of saving money, but of trying to spend it. In a period of financial constraint, inevitably the schools and colleges of the federal university look at the centre. The centre is a family of university institutions, all forms of intelligent, vibrant, active, intelligent, vibrant. Obviously all forms of expenditure become suspect—academically and every. Mr Stewart said. He has a small computer in his office so that facts and figures



James Stewart: "The unexpected always crops up".

are always available at his fingertips.

Ask him how he sees his role and he will read you the relevant minute in the proposed new status. It is a mark of his exactitude. He uses words carefully. When talking he sits in front of the ceiling, hands clasped in front of him, and he never looks up. He unbinds his hands and he throws out his hands to illustrate his point.

"I am a servant of the university and I will do what the university wants me to do. I am a professional administrator. My personal views are my own, it is the university that matters. But you must not think of me as a non-entity", he adds, rather needlessly.

"The qualities necessary for a principal are humanity, understanding, sympathy, patience and dedication. One is in danger of sounding pompous using words like these, but they are necessary. I

would not like to say I am a fanatic. But I think I am very conscientious. The essence of work in a federal university is that it is possible that my view is careful and judicious approach to things could be misinterpreted. The University of London now has approved the new statutes and they will now go out to the schools and the colleges. Under them London will for the first time have full-time salaried vice-chancellors, academic and administrative, in the interim Lord Annan, prime of University College, has been elected to the post for one year.

It was the differences of opinion over the re-definition of the post of vice-chancellor which led to Dr Wilson's resignation. Does that stumbling block still exist? Mr Stewart said: "There will be no difficulties because I will not allow any difficulties. I am looking forward to sitting with Lord Annan. I think it could be a very exciting period."

## Don's diary

### Sunday

We all agree that last night's party for our departing head was a great success—more so for those of us able to share a table with the ten waiters. Nice too to meet former colleagues gathered to say farewell: we continue the post-mortem on Sunday breakfast and coffee. But I beat a hasty retreat for the London train.

The excitement of my first "125" trip is soon ruined: the train is late and gets progressively later. I stand for half the journey and the buffet, despite its new decor, is still belated by truculent staff and slow service. The journey home, however, is lightened by David Lodge's *Changing Places*. My agitation at being so late is soon removed by friend's congenial hospitality. To bed, and a last check-up of my external examiner's marks for tomorrow.

### Monday

A most peculiar day. The morning spent in examiner's meetings, but the issues are clear and the business smooth. Then followed a dash to Heathrow. With half an hour to spare, I'm packed into the lunchtime flight. Despite the airline's adverts, the passengers are the equivalent of nineteenth-century steerage. But this time the discomforts are made worthwhile by a most spectacular view of the Alps.

My arrival, however, was dreadful. The promised transport failed to materialize and a sorry trail of cars, buses and trains deposited me at Como in the late evening, in time to miss the last boat north and in the middle of a taxi strike. So I blundered for the first time in memory along a spectacular road which clings to the rock face north along Como.

For the last 20 miles I'm at the mercy of a drunken driver whose

sole concession to safety is to sound the horn when on the wrong side of the road, arriving at the hotel villa, I'm ushered into a world of sumptuous hospitality never experienced before. A shower and a change before going downstairs to meet the other 19 historians and renew some old acquaintances.

### Tuesday

Daylight reveals the most spectacular scenery: we're perched on a promontory jutting out into the lake, with steps of gardens receding down to the town and a view north to the Alps (today behind the clouds). And the aroma from the gardens is quite marvellous.

But it is all soon shut out as we huddle round the conference table for the first of a dozen sessions. I'm intrigued by the fundamental differences which normally surface between the Americans and the English. Our American colleagues are generally more flamboyant when speaking: the English more clipped and crisp. At first sight it looks like the difference between Plunkett and Gentlemen, though the writers papers show no such distinctions. We're off to a flying start and the atmosphere is congenial.

Our meals—excellent themselves—are served in banqueting style, with a dozen or so resident scholars joining us. It is a most remarkable place. Back for a late night revision of my own paper and comments for tomorrow's session.

### Wednesday

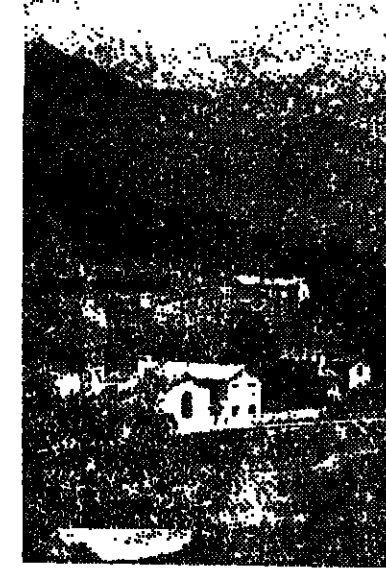
Up at 7 am to go through my contribution for the last time. If I can see the flaws, I'm sure they all can. In the event, the paper seems to go down well, and my weaknesses are highlighted in the most gentlemanly fashion. My tension evaporates when it's over and I can now relax a little: easy to do in the afternoon

when we're taken on a splendid boat trip on Lake Como. Some Americans continue to talk shop even when photographing the views.

An evening seminar takes us late into the night. Already, our American friends are putting us to shame: they swim, play tennis, talk incessantly. I don't seem to have the energy even to lift a cricket mallet (significantly dominated by the English). It's no longer clear which sport or recreation I'm now suited for. Players, much younger than me, in all sports, are described as "veterans". Let's hope historians get better with age.

### Thursday

A sluggish start. We move on to the American papers and the differences



Lake Como: the Americans still talk shop.

in styles of presentation, questioning and replies become very clearly marked. Some marvellous insights, of flaying hairy arms to the accompaniment of creaking, ancient chairs and various US accents. Some of us stay in the same seat throughout the nights before important games. Presumably, an unconscious variant on the theme that it is better to die on your feet than to live on your knees. . . .

### Friday

The papers swing between the specific and the general. But the cumulative impact is to reinforce one's sense of inconclusiveness. We need to know more. The lunch break gives me time to shop in Bellagio. I am hopeless, and buy the most obvious items. Others however delegate their shopping to visiting wives—a truly sexist gesture.



Lake Como: the Americans still talk shop.

Those lucky colleagues with spouses in town slip away for conjugal visits; this does not seem to produce a marked improvement in their seminar performances. Thank goodness academics aren't like sportsmen who are removed from their wives and girlfriends on the nights before important games. Presumably, an unconscious variant on the theme that it is better to die on your feet than to live on your knees. . . .

I have almost filled my notebook and the last seminar, hot and sticky, is difficult. We have had papers with discussions continuing from breakfast to late night drinks and walks. The English seem to wilt. But the Americans carry on—and they are still playing tennis and swimming.

The final session proves unexpectedly complex. Fortunately, incisive chairmanship (and general wearieness) cuts short a bout of potential academic windmilling. We all thank each other and applaud—at one point I am sure we actually clapped ourselves—a bit like the central committee. Then we tumble down the hill to fill a pavement café. A lovely satisfied feeling. We climb back to the villa in the beginnings of a storm, with vast flashes of lightning booming between the distant peaks.

### Saturday

An early start followed by apparently endless handshakes and farewells. The coach to Milan takes us south along the lake with the beauties of the region slowly receding until we eventually hit the flat-plane and the sprawl of Milan.

More farewells before booking into a hotel with a colleague. A hot, dusty walk to the spectacular cathedral. In the baking sun, we stand on top of that wedding-cake structure and talk about evangelists.

The streets and public places remind both of us just how grubby our own country has become. Though not as bad as in United States cities perhaps, public squalor is unquestionably worse than in the rest of Europe. Neither of us can think of a good historical reason for it.

Now that the total absorption of the conference is over, I am keen to get back to my long-suffering family. The trans keep me awake and remind me of Blackpool. Who was it who called them "the gent's dolars of the people"? Has anyone ever been woken by the sound of a gongola? Still, one last night is a small price to pay for such a splendid week.

James Walvin

The author is senior lecturer in history at the University of York.

## Dons who interact at the interface of journalism and sociology

Peter David argues that we should take the work of Richard Hoggart's creation seriously despite its unhappy jargon

### CENTRE FOR CONTEMPORARY CULTURAL STUDIES

For a man who knows his media, Stuart Hall, director of the Centre for Contemporary Cultural Studies, gets an astonishingly bad press. Fairly typical are the final comments in an ungenerous review of his latest book by the *Times Literary Supplement*: "Not a few citizens of our crisis-racked society will sleep sounder in the knowledge that one there is deep conceptual space there are critical social scientists grappling with ideas that defy common understanding."

These are hard words about the hard work of serious scholars, yet one sees the reviewer's point. Much of the output of the Birmingham University Centre is written in an unhappy mixture of journalism and sociology which baffles the lay reader. Things are, never said or expressed but "articulated"; and events don't occur at particular times, but at "conjunctions".

Nevertheless, there are good reasons for taking what the centre says very seriously. For one thing, the issues that it discusses are not lodged in deep conceptual space but are all too close to home—mugging, street violence and social outcry. For another, the leaden jargon of the centre's publications does not result from scholarly obfuscation or poor scholarship, but from genuine difficulties that arise when academics write about new themes which are both highly theoretical and which cut across established discipline boundaries.

The centre's academic pedigree is impeccable. It was founded by Richard Hoggart as an offshoot of Birmingham's English department as a place to develop the themes in his great book, *The Uses of Literacy*.

To those themes—class, observation of the manifestations of working class culture and their links with wider social and class structures—the centre claims to have remained faithful, despite Hoggart's absence from 1968 and his formal departure in 1973. But both enemies and friends of the centre are now beginning to dispute this: friends on the grounds that the centre has become too theoretical and less empirical, enemies on the grounds that it has been taken over by Marxists and, even worse, trendies.

Accusations of Marxist takeovers appeared in correspondence in the *THES* last year. Citing evidence from the centre's education group reading list—Marx, Althusser, Poulantzas, Hirst and Bourdieu—Mr C. Wainwright (writing in *Student* and *Hit*) colleagues were immersed in "the particular Marxist heresy peculiar to the centre". He went on: "I do not say these should not be read, but such a particular selection, which is typical of every group's reading, is of use only for the manufacture of Marxist theoreticians or dogmatists."

These charges were hotly denied by the centre and its defenders, and featured prominently in the centre's intellectual imagination not because of some premeditated dogmatism but because that was where the intellectual logic of the centre's endeavours led, they argued.

Our historians did not choose last year's study of the work of Maurice Dobbs, Rodney Hilton, Eric Hobsbawm, Christopher Hill, and Edward Thompson just because they were "Marxist historians": these works were chosen because they raise, unusually for English historiography, questions about the relation

of logic and research which are essential for our own work." Richard Johnson, one of the centre's members, explained.

Stuart Hall is even more dismissive. "We are not in the business of advancing the universities as red bases", he declares. "If there is a conspiracy at the centre, he says, it is a strangely public one—virtually everything that has been said or linked in one form or another, either as part of the massive collection of stencilled papers freely available from the university, or in one of the many collections of research reports and readings that have been produced over recent years."

It is on the merits of its published work that the centre asks to be judged: its most successful work, which has now been adopted as an Open University text, has undoubtedly been *Resistance through Rituals*. As a collection of essays it bears out the centre's argument that the central theme of Hoggart's work remains paramount. The essays look closely at the methods and motives of youth subcultures, such as teddy boys and skinheads, and attempt to link their ritualised behaviour with trends in social and class culture generally.

But even this book has attracted criticism, and from friends rather than enemies of the centre. Stan Cohen, professor of sociology of Essex University and a close associate of the centre, described the collection in the *THES* as "a collection reading for anyone interested in youth, mass culture or style. But he was a tendency by the authors to view youth subculture, romantically and sentimentally as forms of creative resistance to dominant society,

when they could be interpreted equally plausibly as conservative styles taken over more or less intact from the dominant culture."

When exacerbated the problem, in Cohen's view, was the absence of a strong commitment to the mundane fieldwork that could provide the evidence to support the centre's culture. The same criticism, echoed by Raymond Williams, he comments favourably on the centre's interest in the theory of ideology but warns: "what is essential is that work which employs these concepts should be genuinely interactive with, and never a substitute for, the fully material complexities of social history, social relations and social conflict."

Resistance is a good example of these dangers. Parts of the book are excellent as journalism but abysmal as sociology. Several of the authors write with sensitivity and imagination about the youth they are studying: one essay begins: "For most kids, where it's at is the street; not the romantic action packed streets of the ghetto but the wet pavements of Wigan, Shepherd's Bush and Sunderland..."

Other essays on theory are extraordinarily turgid. The problem is that the connection between the intuitive discussions of youth cultures and the theory—which tends to be imported from existing work—is seldom made.

The centre's latest book, *Policing the Crisis*, is an improvement in that it studies and theorises in detail on a single theme—the "mugging scare" and public overreaction to it. The *THES* review, which stands, the book is readable by

sociological standards and research usefully how an old crime novel given a new name, became "new" and resulted in heavy and largely irrational new sentencing policies in the courts.

Nevertheless, for sociologists it is a flawed work, not only because of its inconsistent but unsubstantiated implication that some pre-conscious media-police conspiracy was at work, but also because it covers ground already well-covered by sociologists of deviance years ago. Stan Cohen's study of youth and rockers in *Folk Devils and Moral Panics*, and Jack Young's *Drugs, Rockers and the Media* say better, examples of the ideal genre.

Possibly the greatest problem facing the centre, therefore, is how its alleged Marxist bias can be brought so far to curtail a genuine identity for cultural studies. Having broken from its roots in literary criticism, the centre has become a disorganized mélange of media studies, deviance sociology and a particular brand of intellectual history. By occupying the intellectual centre can provide something unique in social criticism. But with only three full-time members of staff, and with a programme devoted to graduate teaching rather than research, the creation of a coherent interdisciplinary field of study will be difficult.

Meanwhile, something valuable appears to have been lost en route. Studies of skinheads, muggers and fellow travellers may indeed provide shafts of insight into the way society creates its culture and people react to it. It is also true that the centre has studied multi-media culture and popular television programmes. By and large, however, the concentration on sociological exotica has allowed the logical affection for an interest in mainstream working class culture—their work that animated *Uses of Literacy*—to disappear from much of its current work.

## Dahrendorf's hostages to fortune



Ralf Dahrendorf

is characteristically persuasive style, Ralf Dahrendorf concluded his contributions to this column with the provocative thesis of "the emergence of the educational class". I seek to dispute this notion for two reasons. Firstly, while conceding that some penetrating points were made, I find the argument that the education interest can be described as a "class" quite unconvincing. Secondly, I fear that should the concept take root, the education cause will suffer. Powerful and eager to limit the resources devoted to education. Educationists should be wary of promoting new instruments for their adversaries to exploit.

Professor Dahrendorf's thesis offers many hostages to fortune. There are many who, hostile to the expansion of educational opportunity, will enthusiastically endorse progressiveness usually has little to do with what those who do not believe in it. This modern version of the *trahison des clercs* threatens

to give sustenance and support to some of the more depressing features of contemporary populism. Politicians of liberal views have few doubts on the emotional appeal and bare popularity of the campaign to restore the death penalty.

Once undermining the respect for the rational informed rejoinder that hanging offers no greater protection to society and the notion of a civilized community is at risk. Similarly important defences against racism and fascism can only be erected on the basis of communicating the lessons of the past and the experience of other societies.

This is surely a function of the well-known fact that the educated, buttressed by the somewhat fading cultural memory of the Europe of the thirties. There is, of course, always the danger of adopting that academic aloofness which characterised much Fabian thought in British politics.

Socialists are sensitive that an important strand in the Labour movement developed from a narrow meritocratic elite whose stance often seemed almost contemptuous of the mass of the people. Nevertheless, even Fabianism always argued for an essential open entry into the elite. It played its full part in committing the Labour Party to the extension of educational opportunity as the key to the more rational and civilized society. That the expansion of the "educational class" in Dahrendorf's terms shows few signs of guaranteeing a Britain safe for socialism perhaps morosely confirms the optimistic idealism of the past.

Of course Ralf Dahrendorf is not arguing against educational expansion. Yet he has some educated people to identify just one group, likely to interpret the phrase "socially dominated by the educational class" is not likely to be either very liberal or very effective in economic terms. The conclusion would appear to be that such a "class" ought to grow neither in numbers nor in power. Yet it is conceivable that the demand for educated manpower will not increase in all sections of the economy?

The substantial expansion in business education alone is importing that phenomenon which is appar-

ently a cause for concern—namely, the language of the "educated class". Surely the jargon of the social scientist one day becomes the language of the layman the next!

I recently participated in a discussion with fellow politicians, representatives of the church and the media and our theme was "alienation". I doubt if any of our working definitions would have satisfied the purist canons of the academic but the point still holds.

My concern at the effects of Professor Dahrendorf's argument, however, would be greatly increased if I believed that his concept of the "educational class" was indeed valid. The unifying characteristics of this "class" appear to be too superficial to justify this term. He lists the way they speak, the unusual control over their working day, their break with their primary social affiliations and the fact that they are children of public expenditure.

Could not the same features be represented in a "medical class"? The range of diversity in life style and working conditions of the Oxbridge don and the "sink school" assistant teacher appears only as great as the divide between consultant and newly trained nurse. The medical services require the same educational levels, and prolonged training, show the same capacity in the higher ranks to control their working environment and produce at least equally intensive interest group pressures.

Moreover, although both groups may have real interests at stake in the level of public expenditure, the crucial political fact is that they appear to share the same extensive heterogeneity of voting patterns. Indeed, so far as education is concerned there is a high degree of correlation between the distribution of voting inclinations, the profession and in the electorate in general.

Where a clearly defined interest emerges—Professor Dahrendorf cites overseas student fees which produced almost a unanimous response in the profession—it is often so narrow that it merely joins the plethora of second order issues

in which governments become embroiled. It would certainly be difficult to draw from that example any proof of the special power of the "educational class".

There can, of course, be no denial that educationists are well represented in the Labour Party. A glance at the occupational backgrounds of Labour MPs provides one piece of graphic evidence. Yet in recent years the parliamentary party scarcely demonstrates an undue preoccupation with educational issues. Indeed, the judgement of many would be that Labour MPs show much greater expertise and commitment in very different areas of policy.

Nor is it the case in my experience in recent years that local parties have rated educational issues particularly highly. The annual conference agenda which reflects priorities submitted by local parties has seen education well down the list in recent years.

The Labour Party at all levels

reflects that some purist disillusionment evident in society as a whole with education's expansion did not guarantee economic growth. Indeed the Labour Party is presiding over a reduction in allocated resources which will ensure that the British system at its higher reaches remains one of the most restricted and selective in the developed world.

Education in this country is facing a long struggle to maintain even a semblance of expansion. The immediate future is one of very limited growth and the more distant horizon offers only faint glimmers of hope. It is difficult to identify in the documents *Higher Education into the 1990s* a clear and guaranteed strategy of expansion. It may therefore be a mistake to catalogue the education interest for holding excessive power and yet suffering from introspection; rather it needs a resurgence of confidence and a determination to challenge for its proper place in the sun.

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Robert Hornby offers an insider's guide to the way specialist companies can help universities

## How to make professional fund raising pay off

Historically, universities have been supported through benefactions since the thirteenth century. It was not until as late as 1919 that the state first intervened and then only at the request of the universities themselves which had become financially exhausted as a result of the 1914-18 war. Even then Oxford and Cambridge held out a good deal longer.

Today income from benefactions amounts to about 1 per cent of the recurrent grant from the University Grants Committee, again with the exception of Oxford and Cambridge where the figure is nearer 5 per cent. For those who wanted to see the end of patronage and the establishment of egalitarianism this has been a highly successful era; others, perhaps, were concerned with the wholesale transfer of education could regret losing the diversity of interests generated by the idiosyncratic but often far-sighted donors.

But the full effect of what a university would be like bereft of any benefactions became apparent with the establishment of the new universities in the sixties. For the first time staff and students became aware of the deprivation signified by the term "UGC norms"; and the rush was on to find the successors to the benefactors of the Middle Ages and the tycoons of the nineteenth century.

The results have been mixed. These vice-chancellors and principals with some previous experience who went about the task professionally seeking out the advice which exists within a limited number of fund-raising companies, brought off some startling results. At Warwick the Foundation Fund stands at £4m from a standing start of £2.5m raised in the early sixties with the help of a professional company.

Other universities in the same era achieved results of £1m or more and substantial donors were found: to mention their distinguished predecessors. The gift of the Salisbury collection with a complex in which to house it at more than £3m and the art centres with more than £500,000 a place came to mind.

Strangely enough, it has been at

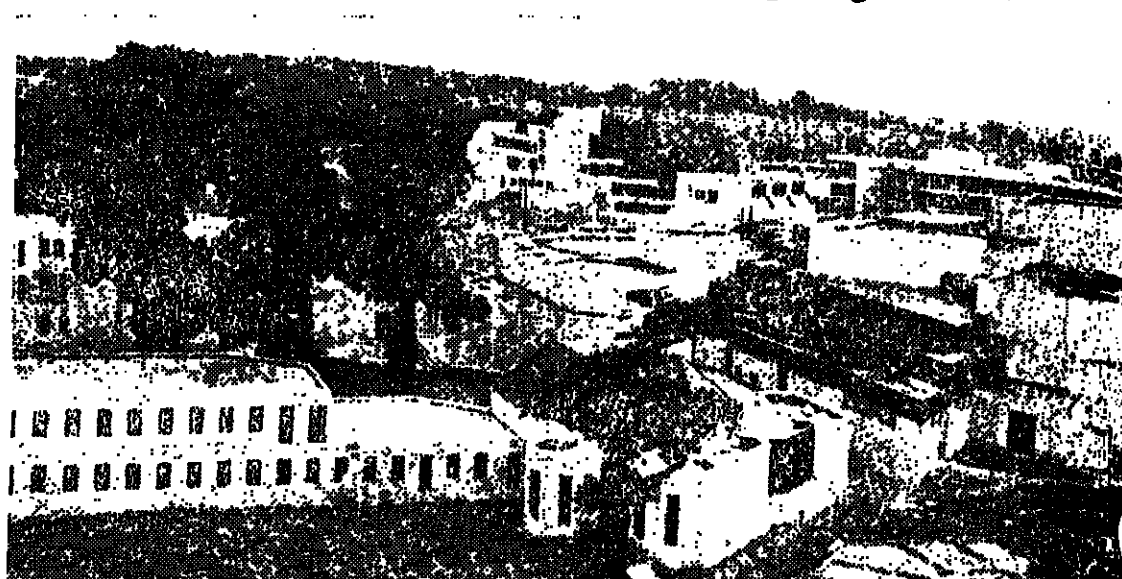
Oxford and Cambridge where the amateur approach has lasted longest. Fearful of letting anyone probe the mystique of college financing, it is still very much the prerogative of the president, master or what you will to exclaim "What-over become of old so and so?" and rich chop we had up in 19— and to hope that a good dinner will produce the odd million without all that claptrap about fund raising. And it must be said that from time to time that is just what happens, £1m or even, as at Cambridge 11thm, can just fall "out of the sky" to create a new college, let alone bolster up an old one.

It is when this does not happen and the inflationary process erodes the possibility of any financial solution in particular as the months and years drift by that one must ask questions, does the professional approach pay off and how can one arrest the upward cycle, itself a manifestation of inflation?

It must be said at once that no company of any integrity will promise to raise a given sum on a percentage basis nor is it likely to be successful in getting money on behalf of a faceless board of governors or university council.

What a company can do is to help plan a methodical campaign so that the full needs are analysed and the problems solved rather than merely shelved for another decade. It can help to create a structure whereby substantial donors can play a part in the planning and expenditure of the money raised without endangering the autonomy of the governing body; and without involvement those who either command wealth or are personally wealthy are not likely to be much interested. Only the naive can still believe that substantial sums can be raised by the "appeal" letter to the alumni; no matter how distinguished the signatories.

More importantly the right company can help to maximize the results of a campaign and ensure that there is some long term organization left behind to build on the considerable efforts which will have been made during the intensive period. There is also the time element. Surprisingly, looking out that rich chap and getting him



Warwick University where £4m was raised from a standing start of £2.5m raised in the early 1960s by a professional company.

to dinner in the right company together with the follow up, or should one say softening up, process that is inevitable, can take longer than getting on with a proper plan and setting up a strong fund raising committee.

For sure no one person and no one company can be infallible in this field but sensible precautions can be taken. The "in depth" analytical study of a financial problem and a report which shows possible targets and likely sources of new money to meet them, aligned to a linear calendar to give a real sense of urgency can at least obviate the worst pitfalls of dithering and drift.

As preliminary discussions are usually on a non-fee paying basis and an initial study can cost less than £2,000, bearing in mind this could result in a mammoth campaign bringing in more than £1m, the ambivalent attitudes of academics to commercial associations need to be challenged by lay members of councils and governing bodies who carry the ultimate responsibility for the financial wellbeing of their institutions.

Admittedly one cannot find the answer to a fund raising problem by looking in the yellow pages—equally there is no need to employ a fund raising consultant or company without making the normal enquiries associated with engagement of any professional adviser. The names of the leading companies are well known. At any given time one or two Oxbridge colleges will be employing one of them. The most recent appeal to be handled professionally has been at Magdalen, Oxford where more than £1m has been promised.

What is important is to know the questions to ask before making a decision. Are you prepared as the vice-chancellor or prime mover to devote time and energy to work with the consultant or company in order to bring together people who will give financial leadership through their own gifts. Or do you just want to pay a fee and forget the whole thing letting the person you engage go round asking for the money? If so, you can forget the possibility of ever raising a substantial sum and will probably end up being all square when the fees are paid.

Nevertheless many still believe this is the way fund-raising companies operate. Does the company favour specialists in capital raising if that is your need? What ever choice is made it is worth checking with previous clients of the firm or individual.

It is all too easy to view these as primarily technological and scientific problems, solvable within these areas of responsibility. This naive trust in the scientist is strangely paradoxical for it has been held at a time when the physical sciences and engineering have found it hard to recruit students. Even more strange is the unwillingness of many to accept that economics and the social demand for environmental acceptability are at least as important in the search for solutions.

It must be galling for nuclear power experts to be frustrated by public enquiries such as that on the Windscale reprocessing plant, and the promised one on the commercial fast breeder. Could it be that too wide cultural research was undertaken on the topic of public concern—waste disposal, accident analysis, and the biological effects of radiation? Certainly the Flew Report brought to light the tiny fraction, less than 1 per cent, of the cost of generating electricity in Magnox reactors estimated to be needed to treat, store and finally dispose of radioactive waste.

The reporting and evaluation of accidents also led to distrust by the public, but the realization of effort in the area is that over-publicity over the technological advances can actually produce the opposite of the desired effects. Comparisons with other industries, for example coal mining or chemical plants, fail to convince as much as might be expected and the root cause seems to be the nuclear radiation involved.

That there is a little reliable statistical information on the effects on man of nuclear radiation is itself a tribute to the care shown by nuclear workers, but it can so easily be thrown back at these same workers when they propose to build power stations that they threaten to increase radiation levels. But once again, is there not clearly a need for more research, making sure that the analysis of existing data is as complete as possible, and that systems for the acquisition of future data are as wide-ranging as may be needed in years or even generations to come?

The low levels of radiation under consideration are clearly the problem here, but the average medical doses are remarkably high at 20 per cent to 40 per cent of natural background and should provide much more information. It is in this context that the recommendations of the National Radiological Protection Board are so significant. Not only does the board suggest that the average annual radiation dose to the population should be controlled to less than 5 mrem per year, compared with the 170 mrem maximum accepted at present, but more importantly, it is expected that the total from natural background processes should not be more than 5 mrem per year.

These recommendations interpret document 20 of the International Commission on Radiological Protection, and the invitation to publish before new legal limits are set is an innovation. Remarkably, all these maximum permissible doses are allowed on the basis of natural background and the present medical doses, in spite of the fact that the terrestrial component of natural background varies from only 30 mrem y<sup>-1</sup> in little houses in London to 150 mrem y<sup>-1</sup> in the granite of Aberdeen.

With such a many somatic hazards around us, such as transport and smoking, it is not surprising that the arguments against more nuclear radiation are weighted towards the genetic hazards, in particular those that could follow from a nuclear reactor disaster. Here the evidence is merely limited but it is strangely negative since there were fewer than expected genetically-linked abnormalities in the children born to survivors of the A-bombs.

Whatever the explanation, the fact seems to be that the "genetic burden" to the population produced by high levels of radiation is not what is so often feared, at least not in the first generation. On the other hand, the high natural background due to radioactive rock in Kerala, South India (1,500 to 3,000 mrem y<sup>-1</sup>) is correlated with a high level Down's syndrome and other forms of severe mental retardation in the area. The carcinogenic effects of radiation are fairly well established, the genetic effects certainly are not and require continued research.

## Energy research and social policy

Energy and resources in general have given much concern for many years, but it was undoubtedly the rapid increase of oil prices in 1973 that brought home the fragility of world economies unbuffered against fluctuations in energy supplies. Three lines of research began to expand; the exploration of new sources of fossil fuels, the better utilization of existing supplies of fossil fuels, and the study of alternative energy and power resources.

It is all too easy to view these as primarily technological and scientific problems, solvable within these areas of responsibility. This naive trust in the scientist is strangely paradoxical for it has been held at a time when the physical sciences and engineering have found it hard to recruit students. Even more strange is the unwillingness of many to accept that economics and the social demand for environmental acceptability are at least as important in the search for solutions.

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The economics of nuclear power is a peculiarly frustrating and hazardous topic for scientists and engineers. On the one hand there is the untold military investment that enabled power reactors to be developed, and on the other there are the almost totally unquantifiable variations in market value of competing alternatives in the time scale of tens of years relevant to the building time and useful life of reactors. Comparably uncertain are the patterns of economic control likely to be encountered both nationally and internationally.

The difficulties here are aggravated by the short term interests of politicians and their unwillingness to face up to the dangers of encouraging the public to believe in the possibility of a sort of economic breakthrough in growth predicated on unrealistic, the fact remains that there are limits to energy growth as well as other kinds of growth. To ignore the signs of approach to these limits is to work on the one hand national strife arising from unrestricted demands for higher rates of usage of resources, and on the other to court international disasters from widening gaps between the "haves" and "have-nots". But which party will be the first to put national dynamic equilibrium and overseas aid before industrial continuing increases in standards of living? Or will war come first? And, if war, will it be hot, economic or moral?

One of the attractive things about objections to nuclear power is that they are so fervently believed that they can lead to political changes involving precedence for principle over such environmental protection regulations as have been shown recently in Sweden. In such a climate of opinion the investment of capital to develop alternatives allows simple economic arguments to be avoided.

Coupled with the use of economic controls, and inevitable increases in costs of extraction of fossil fuels, this puts a premium on research into "power sources" such as solar, wave, tide and wind. It also argues for investment of capital in the insulation of houses leading to a possible 10 per cent saving in energy needs, and in the improved efficiency of public and private transport.

There is a surprising range of opinions on the power production potentials of even such long-established devices as wind generators. Quantitative estimates vary by factors of two or even more but it appears that a 100 MW array of wind generators comparable in power to one conventional power station would cost about £500m, and a half-mile line of 1 MW generators would occupy a constant strip about one mile wide by 150 miles long. Since the electrical power generated in the UK varies between 10 and 45 GW, these 1000 generators would yield only about 4 per cent of the total electricity, or only 1 per cent of total energy usage. Even if they were scattered around the country to make them environmentally more acceptable, or sited offshore, it is clear that wind power could scarcely provide more than about 5 per cent of at most 30 per cent of the country's electricity at a cost comparable with present generators.

The basic technology is well understood and research can hope to produce only marginal improvements, except in the essentially unexplored topic of energy storage systems. Development of a 60-metre diameter, 3.7 MW, prototype, costing £34,000 has recently been initiated, with the construction and evaluation estimated at about £2m.

Tidal power is also limited in scope, but the importance of the Severn Barrage, one

of the few promising sites in the world, is indicated by the recently-formed committee for review under Sir Hermann Bonill, with £15m for further studies of alternative schemes and construction methods. It would probably provide 3 to 6 GW of electricity, 1 to 15 per cent of present needs, at a cost of over £4,000m, and, apart from uncertainties related to its environmental impact, appears to have many arguments in its favour.

Again, the engineering involved is mostly confidently known and opportunities for basic research are few. On the other hand, geothermal power using "heat mines" presents many unsolved problems and has an unproven and probably very limited potential. Further research support of about £1m has just been allocated, probably influenced by the adoption of this topic in the EEC programme, with substantial support from EEC funds.

Wave power presents a greater challenge for both research and development. The power available is very considerable, roughly equal to 45 GW for extraction at 50 per cent efficiency from a total length of 5,000 miles. Research during recent years in the UK has progressed encouragingly, and includes tests at sea on one-tenth scale models for two of the five main projects.

Funds for research rose to £2.5m over two years, and were recently increased by £2.9m. This is small compared with the present £100m pa for nuclear power research, but it is likely to rise steeply to similar high levels by the mid-1980's when, or if, full scale prototypes are built. There are no complaints of lack of support for wave power research, and there is healthy competition between the "Salter duck" with its oscillating wing and the hinged-rail approach of Sir Christopher Cockerell—not to mention the other devices. A single raft, say 50 metres wide and 100 metres long might generate 2MW, anchored some five miles off-shore, possibly at a cost comparable to the existing generators.

The British Isles are well suited to wave power, and supply and demand fluctuate in seasonal phase. Hazards to shipping and to the units are not negligible, but environmental impact should be small and perhaps on balance beneficial. By the year AD 2000 up to about 5 per cent of United Kingdom electrical power might be obtainable from the waves, continuing to increase thereafter.

The power from the sun arriving at the top of the Earth's atmosphere is truly enormous, about 30,000 times the present world power supply. A mere 1 per cent appears

What price are we  
willing to pay for  
alternative sources  
of energy, asks  
Professor E.J. Burge

as wind and waves, and 1/40 per cent is taken up in photosynthesis. By far the most efficient utilization of solar power at present is in pre-heating for industrial and domestic hot water, using "flat plate heaters" on the roof with circulating and stored hot water. There appears to be no real need for research on this method. Development needs may also be limited, and the main advance would be in economies of scale in the production of the units rather than cost-cutting at the expense of unreliability.

Space heating by solar power is not readily applied to existing houses, but could be important in new designs providing there are not undue capital constraints. Heat pumps and waste heat recovery are well known in principle but economical units need to be developed in relation to United Kingdom conditions, and heat storage schemes need closer examination. Fortunately industrial interest in this area is healthy and coupled with encouragement to insulate houses. More than 1,800m has recently been allocated over four years to insulate and heat-control public sector buildings, and £40m over two years for private house-holders.

Electrical power production by solar energy is most unlikely to produce even a few per cent of our needs, for three main reasons: (i) solar power at ground level is only about 150 watts per square metre, (ii) conversion efficiencies are unlikely to rise above 10 per cent and (iii) the capital cost of conversion devices is at present very high and unlikely to fall below about 10p per cm<sup>2</sup>. Thus a 1,000 MW array would cover an area of about two square miles, at a device cost of £5,000m, i.e. some 15 times the cost of a conventional power station.

The energy repayment period is likely to be excessively long, and reliability and maintenance could be problems. For a few special purposes, continued research on solar photo cells and heat engines with radiation concentrators should be continued, but, apart from a totally unexpected breakthrough in fundamental physics, there appears to be no real hope of solar electricity generation on the scale considered in this review.

Electric power production from alternatives to fossil fuels and nuclear power is clearly unlikely to be able to produce more than about 30 per cent of our highest 50 per cent of our needs by the time oil and gas are seriously depleted in the time-scale of 30 (or possibly 50) years. We therefore turn to coal, non-breeder reactors, breeder reactors and nuclear fusion.

Of the last, little can be said except that it will be expensive and unlikely to contribute electrical power before AD 2000-2020. Nuclear fusion research should certainly continue to be supported in the European collaboration, and it presents some outstandingly challenging scientific and engineering problems. Non-breeder reactors could run out of uranium-235 fuel in the same time-scale as oil and gas. Breeder reactors, whether fast or thermal, could extend this period 50 to 70 times, and more research is still needed even for the proposed 1300 MW Commercial Fast Reactor.

One avenue that appears promising aims at removing the prime objection to the increased conversion of uranium-238 into plutonium-239, namely, the fear of terrorists and uncooperative nations who could easily separate the plutonium by chemical means and construct a nuclear bomb. If, instead, thorium-232 is converted to uranium-233, which is then mixed with the chemically identical uranium-238, it becomes extremely difficult to obtain the fissionable material in a form suitable to make a bomb. This breeding of uranium-233 may be possible using the CANDU-type thermal reactor and research into this method could have a profound effect on the policy for breeding new nuclear fuels.

Our coal supplies, at present rates of usage, are seriously estimated as sufficient for 100 to 300 years. But if we are to rely on a significant increase to match the relatively sudden decreases in oil and gas supplies, the time-scale for developing new pits or new methods such as underground gasification should not be underestimated. In brief, we are beginning to see the shape of an energy policy with reliance on not one or two, but half a dozen complementary approaches and subject to continual review. Its very success could precipitate failures in other areas, such as the supply of material resources essential to high technology. Most important of all, it could lead to a breakdown of unity within, and co-operation between, societies of widely differing needs as they try to deal with the selfish demands of those who already have most, or do not know when enough is enough.

The author is head of the department of physics at Chelsea College, London.

## Will overseas numbers be squeezed as we tunnel the hump?

Crucial decisions have still to be made about foreign students studying in Britain. Alan Parker suggests some of the questions that should be asked.

Debate over tuition fees for overseas students has continued for 10 years varying in direction and intensity with the twists of government policy. The case against differential charges, on moral, economic and educational grounds has been made well and frequently. It has, however, had little apparent impact on government action with the exception of a brief period in 1976 when it was proposed to raise tuition fees for both home and overseas students to the same albeit a much higher level.

In practice this would have done little for overseas students except offer the cold comfort of knowing that self-financed home students were being penalized to an equal extent. In the event the Government reverted to a scheme that reintroduced a proportionately smaller differential all-round causing new hardship particularly for self-financing home postgraduates.

On this occasion as before the line adopted by the Government was dictated by the short-term demands of fiscal policy. When announcing this decision the Minister stated that it was the intention of the Government to abolish the differential when the economic position permitted it. Nationally the extra sum raised by a higher overseas fee made a significant contribution to public expenditure cuts from a politically

safe quarter. At the level of the institution, when fee remissions, staff time, and other costs arising from student hardship and its attendant problems are taken into account, it is doubtful if very much has been saved.

Over the past 12 months it has become clear that there is much more at issue than fixing a fair price to charge for a spell in higher education, and whether this should be greater for the "export market". In the sixties the Robbins Report said it was a good thing that students and staff from overseas should participate in British higher education. The number of overseas students has climbed steadily from about 30,000 then, to approximately 84,000 now.

This trend of expansion at a faster rate than home student numbers at a time when financial resources are tightly constrained, led to a questioning of the role of overseas students in the United Kingdom and the resources it is correct that these questions should be asked, but it is important that they should be correctly framed and the appropriate measures are implemented intelligently.

The idea of introducing progressively higher fees for overseas students until they were equal to the average recurrent unit cost seems to have been dropped. The fee levels for 1978/79 have been stabilized by an across the board increase to keep the value of inflation maintaining a level of about 20 per cent of gross recurrent costs. Ministerial statements from Shirley Williams and Gordon Oakes have stated the need for a policy that takes into account the developmental responsibilities of Great Britain to the Third World and that a "long-term" study is under-

way at the Department of Education and Science.

While it is right and proper that ministers should be addressing themselves to these matters of high principle there has as yet been no sign of measures directed towards the problem of channeling the available resources to those most in need and able to benefit. Indeed, recent policies are increasingly having the effect of raising obstacles for the less well-off student and enforcing an arbitrary restriction of numbers with little consideration of the needs of potential students or the receiving institutions.

The public expenditure White Paper published in January this year stated: "It is intended that in 1978/79 the number of overseas students, which has risen sharply in recent years should be reduced to about the level of 1975/76". Actual and projected figures show a decrease of 11,000 overseas students in higher education between 1976/77 and 1981/82. Since the home student population is expected to rise, this represents a percentage decrease from 10.8 per cent to 7.8 per cent in fact well below the 1975/76 level of 9.5 per cent.

It can hardly be a coincidence that this planned reduction coincides with the DES contemplation of "tunneling through the hump" of student demand set out in the paper *Higher Education into the 1990s*. Although this document made little more than a passing reference to overseas students it would be a mistake to attempt to manipulate the number of overseas students coming into the country as a balancing figure to flatten out the projected demand curve for education as a whole. It would be particularly unfortunate

if Roland Dobbs is correct in his prediction that the so-called "hump" may not, in fact materialize (*THESE*, June 23).

A further factor in the equation is that the EEC Commission is currently developing a policy that will require parity of treatment of students between member countries which could introduce a third level of distinction between home, overseas and EEC students.

Policy affecting overseas students is a turning point. Present measures have had serious and unforeseen repercussions causing individual hardship, restrictions on the autonomy and development of academic institutions and serious anomalies affecting some recent immigrants. External pressures at the moment in the situation if the Government continues to pursue short-term and partial solutions. What is needed and indeed what has been promised is an evaluation of the complete sphere of the overseas presence within British education.

Such a study should take on board certain broad objectives which can be formulated as follows:

1. The United Kingdom has political responsibilities in the sphere of international affairs particularly with regard to aid, trade and cultural links with foreign countries. These responsibilities can, in part, be met by lowering the barrier of cost to poorer students from the developing world and providing opportunities for those deprived of them at home, as well as encouraging academic exchanges with other developed countries.

2. Institutions should be encouraged and supported in adopting a positive policy

towards overseas students to promote their contribution to the academic life of this country. The existing proportion of overseas students should be maintained but a greater degree of flexibility and local autonomy is introduced in order to allow individual institutions to regulate their particular circumstances within a rationalized national policy.

3. Finally there should be no immediate simplification of the plethora of decisions and regulations applied to overseas students by various government departments. The differential in fees, which is not only a barrier to the first objective outlined above but also inconsistent with economic terms, should be removed in line with a reduction of central interference with the admissions policy of individual institutions. This would require much needed clarity and consistency in the system for students, institutions and sponsoring bodies alike.

These objectives are contained in a policy paper *Fees for the 80s*, submitted to the DES by the United Kingdom Council for Overseas Student Affairs. UKCOSA is a representative body all sides of membership from all sides of higher and further education can justifiably claim to represent a broad consensus of those concerned with the implementation of policy on overseas students. It is hoped that the Government will consider this paper carefully before announcing new arrangements.

The author is assistant executive secretary of the United Kingdom Council for Overseas Student Affairs.













## David Martin

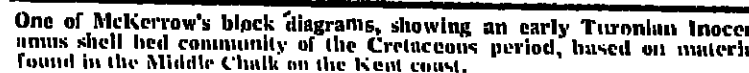
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# OVERSEAS TEACHING POSTS

## LECTURER IN ENGLISH METHODOLOGY AND TEACHING PRACTICE (YEMEN)

Faculty of Education, University of Sana'a. Duties will also include some teaching in the English Department. Qualifications: Degree in English or Modern Languages from a British university plus a teaching qualification, preferably TEFL, and 5 years' experience (including some overseas experience) in teacher training centres.

Salary: £5,681-£7,707 p.a. plus 10 per cent inducement.

Benefits: Free furnished accommodation; personal and children's allowances; 2 year KELT contract, renewable.

78 WU 83

## INSPECTOR OF ENGLISH (OMAN)

Ministry of Education, Battinah Coast. To inspect schools, organise in-service training for English Language Teachers and provide assistance with various aspects of E.L.T. including materials production. Candidates: men only, between 35-50, must have postgraduate qualification in TEFL or M.A. in Linguistics and TEFL experience, preferably in inspecting and teacher training.

Salary: £5,000-£8,129 p.a. plus 10 per cent inducement.

Benefits: Personal and children's allowances; free furnished accommodation; 2 year KELT contract.

78 WE 7

## ENGLISH LANGUAGE TEACHING CONSULTANT (LEBANON)

The English Section of the Centre for Educational Research and Development, Beirut.

Duties: Curriculum development, materials production including radio and T.V. programmes, pre-service and in-service teacher training.

Qualifications: Candidates preferably 35-55 should have postgraduate qualification in Modern Languages/Linguistics with Dip. TEFL. At least 8 years' overseas experience in all aspects of TEFL required.

Salary: £5,681-£7,707 p.a. plus 10 per cent inducement.

Benefits: Overseas and children's allowances; free furnished accommodation; 2 year KELT contract.

78 WO 160

## ENGLISH ADVISER (BANGLADESH)

University Grants Commission, Dhaka. To develop an effective ELT/ESP policy and strategy, especially at tertiary level for Bangladesh in co-operation with the University Grants Commission.

Qualifications: Degree, M.A. in Applied Linguistics or TEFL and substantial experience in TEFL, ESP and materials production.

Salary: £5,681-£7,707 p.a. plus 10 per cent inducement.

Benefits: Overseas and children's allowances; free furnished accommodation; 2 year KELT contract.

78 PU 157

## LECTURER IN ENGLISH (CAMEROON)

University of Yaounde. Duties: Lecturing in English Language with possible involvement in teacher training. To lecture for and supervise the Postgraduate Diploma in English Studies.

Qualifications: Degree in English (or Modern Languages). Postgraduate qualification in English Language (preferably Ph.D.) plus relevant experience and fluent French.

Salary: £5,881-£7,707 p.a. plus 10 per cent inducement.

Benefits: Personal and children's allowances; free furnished accommodation; 2 year KELT contract.

78 RU 40

## LECTURER IN ENGLISH (TOGO)

University of Benin, Lome. To teach English Language, Literature and British Institutions to 1st degree students and administer the 1st year English examinations. A first degree in English or Modern Languages, a postgraduate qualification in TEFL and a knowledge of French are all essential.

Salary: £5,000-£8,129 p.a. plus 10 per cent inducement.

Benefits: Personal and children's allowances; free furnished accommodation; 2 year KELT contract from September 1978 or January 1979.

78 TU 91

## SENIOR LECTURER IN ENGLISH (Teacher Training) (HONG KONG)

English Language Institute, The British Council. Candidates should have an M.A. in Linguistics or a 1 year postgraduate TEFL/TESL qualification plus at least 5 years' experience in TEFL/TESL which includes teacher training. Preferred age range 35 plus.

Salary: £5,681-£7,707 p.a.

Benefits: Personal and accommodation allowances and other benefits. 2 year contract.

78 PO 161

## LECTURER/PROGRAMME ORGANISER IN ELT/ESP (TUNISIA)

English Department, Bourguiba Institute of Modern Languages, University of Tunis. To direct a materials production team to lecture in ELT and ESP, UK degree, postgraduate qualification in ELT, at least 5 years' experience in ELT/ESP including materials production essential. Good knowledge of French and/or Arabic desirable. Preferred age range 25-40.

Salary: £5,681-£7,707 p.a. plus 10 per cent inducement.

Benefits: Free accommodation; overseas and children's allowances and other benefits. 2 year contract, renewable.

77 CU 21

## LECTURER IN ENGLISH LITERATURE (JAPAN)

Kyoto Women's University. M.A. in English Literature from a British university and substantial teaching experience in a British university.

Salary: ¥308,900 to ¥374,800 per month (rate of exchange approximately ¥378.46 equals £1).

Benefits: Free accommodation; annual bonus. 2 year contract, renewable.

78 PU 40

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Reference No. 172/01/AN. A senior member of the Institute staff will be required to act as Director of the Graduate Diploma Course and as Co-ordinator of teaching and academic development in the field of library administration. It is expected that the successful applicant will have a professional membership of the Library Association of Australia (or in the case of overseas applicants a similar membership) and a knowledge of the field of library administration. Some relevant experience in library administration and an interest in continuing education will be an advantage. Salary within the range \$20,356 - \$23,788 p.a. Closing date 1/10/78.

### SENIOR LECTURER DEPARTMENT OF LIBRARIANSHIP

This position has become vacant on the promotion of the former incumbent to the position of Head of the Department. The appointee will act as Director of the Graduate Diploma Course and as Co-ordinator of teaching and academic development in the field of library administration. It is expected that the successful applicant will have a professional membership of the Library Association of Australia (or in the case of overseas applicants a similar membership) and a knowledge of the field of library administration. Some relevant experience in library administration and an interest in continuing education will be an advantage. Salary within the range \$20,356 - \$23,788 p.a. Closing date 1/10/78.

Reference No. 142/10/AN. Intending applicants for the above positions should send a curriculum vitae and a list of references to the Personnel Officer, Brighton Polytechnic, 2837, Closing date 31st August, 1978.

## Polytechnics continued

### BRIGHTON POLYTECHNIC

Faculty of Management and Information

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## Priorities for Finniston

The corridors of power lie knee-deep in discarded Government reports. And it takes little more of the memory to recall some of the famous names which have been put to recommendations. The works of Finniston and James

in many ways the exclusion of the reports is a sore loss to the governance, although it is to be hoped that the Government will have been able to learn from the mistakes of the past. But now we are faced with a Government committee which is to announce its recommendations next April on how to run the higher education system. It is the Finniston report which is to be the basis of the recommendations.

But whatever the recommendations, they must not be forgotten. The Government must ensure that the recommendations are implemented. A priority in its thinking must be the setting up of a permanent authority whose task would be to put into effect the recommendations of the group. If such a body was the principal recommendation of the group, it would force the Government to state from the start that it supported the report.

Such an authority would represent the interests of the universities, the polytechnics and the colleges, and would also be able to adopt new measures as prevailing conditions alter.

It would be a major step to establish such an authority but the Finniston committee should not shrink from the measure for a great deal depends upon it.

And again, its history has been bedevilled by the fact that it has two paymasters, the trustees who own the buildings and the Department of Education and Science which has paid the student fees and much of the running costs. The committee claims that it has not been able to intervene in the running of the colleges' reopening because it is owned by a private trust.

Already one proposal which would give the TUC 51 per cent representation on the governing body has been turned down by them. This might not have maintained the liberal studies tradition of the college in the way which some of its supporters would have wished but it would have been much better than the loss of the college from adult education. The TUC has not helped by its refusal to consider any scheme which would leave it in a minority on the college's governing body.

which we report this week the Birmingham Royal Institute for the Blind is negotiating to buy Fircroft College. The Institute is disturbed by its present activities and future expansion. The cause is not that it should not be owned by the expense of one of the country's six residential adult colleges.

Fircroft trustees have always wanted to retain the college for educational purposes and the trustees, Cadbury, chairman, has said recently that he still hopes that the college, which was closed three years ago, will be reopened by the Institute. The Institute's trustees have followed the lead of the Birmingham Royal Institute for the Blind and are beginning to despair of the college's reopening.

Plans to reopen the college have been put back again

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## LETTERS TO THE EDITOR

### The real salary anomaly

Sir,—May I be allowed to comment on one or two points raised by your leader "The real salary anomaly", *CHES*, July 14.

I would suggest that there is no ambiguity in the Government's acceptance of both the Houghton principle and the "traditional differential". If the Houghton Committee had intended to recommend that public sector salaries should be equal to university salaries, it could have said so in plain language. Why then did it employ the ambiguous phrase "broadly comparable"? I suggest that the only explanation is that it did believe that there should be a differential, but because it was hardly an appropriate occasion to say so outright, had to resort to this euphemism, which the Government has interpreted correctly.

The view that research deserves a higher reward than teaching is, as you say, only a judgement, but there is a certain amount of logic behind it. The research, particularly in above-average salary to teachers in every sector is the very high level of qualifications required, not because teaching in higher education is itself an arduous activity; research on the other hand, though it has its rewards, requires enormous dedication and self-discipline to persist with it on those occasions when lack of progress leads to boredom and frustration.

However, you are mistaken in your assumption that this is one of the main planks on which university teachers base their case; much more important is the incontrovertible fact that they are required to work longer hours. What it comes down to, though any such generalisation is bound to be an

over-simplification, is that both categories teach roughly the same number of hours, while the university teacher is expected to undertake research, plus a wide range of administrative activities over and above his teaching, most of it during what public sector teachers would regard as holiday time.

Because most teachers in higher education, not to mention *THEES* leaders, have in the past enjoyed the long holidays, granted to university students, they unfortunately tend to leap to the conclusion that university teachers have the same privilege. The fact is that while public sector teachers enjoy the same holidays as their students (say about 20 weeks per year) university teachers are restricted to something more like six weeks.

If anyone doubts this latter point, he should send for the "further particulars" of any university lecturership advertised in a "new" university such as Lancaster. He will find the statement that the successful applicant will be allowed six weeks annual leave; most of the older universities do not spell it out quite so exactly, but clearly the new universities could not afford to do other than follow accepted practice in quantifying the leave allowance in this way.

Perhaps then you may not be too surprised, Sir, to learn that many university teachers regard the differential that has now been agreed as a disaster when compared with the real difference in work loads.

Yours faithfully,  
IAN HOWARTH,  
Deputy Regional Director,  
North West Region,  
The Open University.

"relevance" and "alternatives" together with an explosion in the number of publications which would in consequence mean lowering of scholarly standards and a superabundance of triviality.

As an argument in defence of tenure against a merit system, however, it is a poor one. Even if this is a proper lesson to learn from the American experience, it seems palpably less of an evil to consider it a public honour and duty to accept the proposal. He was appointed the first full-time vice-chancellor from July 1, 1974, but, following the disallowance of the statutes, reverted to part-time on August 1, 1975. In December, 1975, he announced his resignation from March, 1976.

5. Despite the disallowance of the statutes, the central bureaucrats in June, 1975, voted to pay the vice-chancellor retrospectively and prospectively honoraria, in addition to his salary, at over £4,000 p.a. I was unsuccessful in seeking to persuade the Privy Council that these payments were illegal.

6. The central bureaucrats also decided (in 1975) to overrule the decision of the Privy Council disallowing the statutes by introducing a private Bill into Parliament. After protracted negotiations with the AUT and others, an amended Bill became law in 1978. New statutes are now awaited.

The process so far has lasted eight years, has been enormously expensive (not least in legal fees), and has achieved nothing of any value to teaching and research.

Earlier this year there was just the shadow of a hope that wiser counsels might prevail, that the drive for a strong central bureaucracy might be losing its force, and that the former system of a part-time vice-chancellor and a full-time administrative principal might after all be continued. But the appointment of Lord Annan as vice-chancellor at a salary of £26,000 per annum (or thereabouts) from September 1, 1978, seems to have destroyed that hope.

Yours truly,  
JOHN GRIFFITH,  
Hon Sec Council for Academic Freedom and Democracy.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible, and the editor reserves the right to cut or amend them if necessary.

### London's principal

Sir,—The resignation of Dr Wilton from the principalship of the University of London is but the latest result of a series of acts of mismanagement by those who control affairs in the central bureaucracy of the university.

Consider. 1. The Senate and the University Grants Committee in June, 1970, set up the Murray Committee. Its report (September 1972) was almost universally condemned by the colleges. Thus the board of studies of Imperial College "unanimously rejects the main proposals [which] will reduce rather than improve the quality of the contribution which Imperial College can make to post-graduate education". The LSE "do not find in the Murray Report evidence, argument or proof of the need for radical and structural change which would justify the University and the member colleges large and small, in embarking on a process of designing a new constitution through an Act of Parliament". Queen Mary College "strongly disagrees with the basic recommendations of the Murray Committee". Etc.

2. Despite this, the central bureaucrats proceeded, as recommended by the Murray Report (1) to establish a joint committee of court and senate for planning and development; (2) to alter the status of the vice-chancellor so that he would become a full-time, onetime highly paid head of the administrative, as well as the academic organization; (3) to reduce the principal's status by removing his direct responsibilities and making him responsible in the vice-chancellor.

3. Despite warnings, the central bureaucrats proceeded to make new statutes for the second and third of these purposes. The attempted alteration of the status of the vice-chancellor and principal was clearly illegal. And in May, 1975, the Privy Council disallowed the statutes.

4. Sir Cyril Phillips was part-time vice-chancellor from September, 1972. At the end of 1973 he was asked to continue in office until the new system could be fully implemented. He intimated that he would consider it a public honour and duty to accept the proposal. He was appointed the first full-time vice-chancellor from July 1, 1974, but, following the disallowance of the statutes, reverted to part-time on August 1, 1975. In December, 1975, he announced his resignation from March, 1976.

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